

Communication 'must' for mathematicians

by Clive Cookson
Science Correspondent

The need for communication was emphasized when industrial and commercial mathematicians met to discuss the mathematical skills and qualities needed by graduates.

Sir Herman Bondi, chief scientific adviser at the Ministry of Defence, set the scene by suggesting that very few math courses at schools or universities put sufficient emphasis on communications skills.

Maths and science students must be trained in debate and the construction of coherent essays, like some of their arts and social science colleagues, he told the symposium, organized by the Institute of Mathematics and its Applications.

Universities must convince students of the importance of explaining their results to others, before telling them how to do so. "The number of positions open for hermits is rather small in modern society," Sir Herman said.

Government Secretary Mr. E. A. Johnston said his department was finding many candidates who had

the mathematical skills needed, but not the ability to put across their work. "Our profession exists to communicate results to customers", he said. "A degree course that never requires students to write a sustained piece of English prose is not helpful."

The days when administrators and managers were ready to take scientific and mathematical advice from experts in trust were now over, said Mr. Johnston. They insisted now on having the arguments outlined to them in layman's language, so they could work the conclusion out for themselves—said that meant clear and logical thinking by the experts, as well as a good command of English.

Mr. A. H. Armstrong, who was speaking for a very different sort of employer, the Atomic Weapons Research Establishment at Aldermaston, mentioned the tendency for mathematicians to be rather odd fish.

He said the AWRE, where he is head of the computing departments, tried to avoid the withdrawn sort of mathematician. "When a gradu-



Sir Herman Bondi.

ate appears withdrawn at his interview it is easy to put it down to immaturity, but it often lasts." "As scientists we are always complaining about our immature administrators," Mr. Armstrong added. "We have to take note of the fact that our scientists are often only semi-literate."

NUS attacks union attempts to restrict Jewish societies

by Sue Reid

The National Union of Students this week roundly criticized attempts by university student unions to restrict the activities of campus Jewish societies and their members. The unprecedented move follows a condemnation of Zionism as racism by some student unions and claims that an Israel week currently underway at Salford University would be disrupted if it went ahead.

In a strongly worded statement Mr. Charles Clarke, NUS president said: "The whole force of the union will be used to protect both Palestinian and Jewish students in the event of their coming under attack. The first responsibility of the NUS is to defend the rights of all its members to participate fully in all the activities of their students' union."

This included the sovereign right to hold any view and to fight to win the students' union over to that position through democratic processes. The union condemned unreservedly any attempts to limit or remove such rights. A second statement by four student political organizations, includ-

ing the Broad Left, the National Organization of Labour Students, the Communist Party, opposed the imposition of bans and denial of rights within student unions to sections of the membership who do not respect the rights of others. The organizations particularly condemned Salford union's attempt to deny the Jewish society the facilities to organize an Israel week.

The Union of Jewish Students this week unsuccessfully sought a injunction to stop the threatened disruption of the Israel week activities. In court the students' union which last October passed a resolution condemning Zionism as racism put an undertaking that the Jewish society would be allowed to use the facilities normally.

Last week Essex became the sixth university to pass an identical motion equating Zionism with racism. Mr. John Owen, president of Salford University students' union, said this week that there is no intention of disrupting the Israel week but he made it clear.

Overseas continued

POSTS IN GHANA

Applicants for all posts must have a British educational background with an appropriate degree and experience

SCHOOLS

3 HEADS OF MATHEMATICS

DEPARTMENTS

NANDOM SECONDARY SCHOOL, NANDOM

To teach Mathematics up to "A" level, organize Mathematics teaching throughout the school and liaise with the Ghana Association of Mathematics Teachers. Degree in Mathematics or with a substantial Mathematics component and at least 5 years' teaching experience essential. Teaching qualification desirable. Salary: £4010-£5580 pa. 77 CS 68

NAVRONGO SECONDARY SCHOOL, NAVRONGO

To teach Mathematics up to "A" level and organize the Mathematics Department. Degree in Mathematics or with a substantial Mathematics component and 5 years' teaching experience including "A" level Mathematics (preferably SMP) essential. Teaching qualification desirable. Salary: £4010-£5580 pa. 77 CS 67

TAMALE SECONDARY SCHOOL, TAMALE

To teach Mathematics up to "A" level and to organize the Mathematics Department. Degree in Mathematics or with a substantial Mathematics component and 5 years' teaching experience including "A" level Mathematics essential. Teaching qualification desirable. Salary: £4010-£5580 pa. 77 OS 68

HEAD OF CHEMISTRY

SIXTH FORM SCIENCE COLLEGE, LEGON, ACCRA

To teach Chemistry to "A" level and organize the Chemistry Department. Degree in Chemistry or with a substantial Chemistry component and at least 5 years' teaching experience at "A" level essential. Head of Department experience and teaching qualifications desirable. Salary: £4588-£5818 pa. 77 CS 69

TEACHER TRAINING COLLEGE

HEAD OF RESOURCES DEPARTMENT

TECHNICAL TEACHERS COLLEGE, KUMASI

To develop and teach a course in Educational Technology, to encourage staff to develop teaching materials and to organize the Resource Centre as a development centre for technical institutions. Degree and at least 5 years' experience in an Educational Technology Unit in tertiary education essential. Diploma in Educational Technology an advantage. Salary: £4588-£5818 pa. 77 CT 8

Contracts are for 4 years (shorter periods may be possible) and are guaranteed by the British Council. They include the following benefits: return passage for the teacher and family; free accommodation; overseas allowances; allowances for children and boarding school fees; leave for children's holiday visits; outfit and baggage allowance; assistant with duty and freight on imported car; paid terminal leave. Please write, briefly stating qualifications and length of appropriate experience, quoting reference number(s) for further details and an application form to The British Council (Appointments), 64 Davies Street, London W1V 2AA.

Universities continued

OVERSEAS TEACHING POSTS

SPECIALIST IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE (Pakistan)

People's Open University, Islamabad. Candidates should be UK citizens, possess an MA in Applied Linguistics and have considerable experience in TEFL overseas and in materials preparation. Prior involvement in use of radio and television as a medium of instruction is an advantage. Salary: in excess of present emoluments.

Benefits: Overseas allowances; education allowances; free accommodation; medical scheme. Two-year contract. 75 UU 52

LECTORS IN ENGLISH LANGUAGE (Yugoslavia)

Universities of Belgrade, Ljubljana and Pilsne. To teach English language to university students of English. Degree and some experience of TEFL at tertiary level essential. TEFL qualification (minimum RSA or PGCE with TEFL element) desirable. Salary: A local salary of between 6000 and 8000 new Dinars per month (present rate of exchange approx. £1=ND31). The salary is non-convertible. In addition to this, an annual subsidy of £1248 is paid into the holder's UK bank account by the British Council.

Benefits: free medical services; employer's portion of superannuation; accommodation allowance in Belgrade and Pilsne. One-year contract. 77 RU 4143

15 INSTRUCTORS IN ENGLISH FOR SPECIAL PURPOSES (Kuwait)

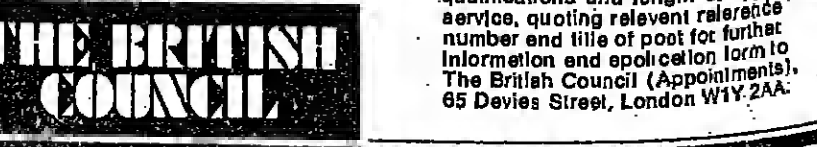
English Language Centre, University of Kuwait. English or Humanities degree and an MA or Diploma in TEFL or Applied Linguistics plus at least 3 years' TEFL experience for MA candidates and 5 years' for Diploma candidates. Salary: £7488-£8004 pa local tax free.

Benefits: Free furnished accommodation, electricity and water; allowances for children, transport and high cost of living. Two-month annual leave plus home leave. One-year renewable contract. 77 AU 2238

LECTURERS IN ENGLISH (Saudi Arabia)

Faculty of Medicine, University of Riyadh. Six male and three female lecturers. The latter must be wives of male applicants. To teach English language to premedical and first-year Saudi medical students. Candidates must have a degree and a postgraduate TEFL, Diploma or teaching experience in TEFL.

Salary: SR3000-5250 per month free according to qualifications and experience (SR6=£1). Benefits: 12% entry bonus; free furnished accommodation plus furniture allowance. One-year contract renewable. Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further information and application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.



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Engineering booms as poly enrolments reach record

by Sue Reid

Student enrolments at polytechnics have reached a record 250,000 in the current academic year, according to the latest figures released this week by the Committee of Directors of Polytechnics. They show that full-time and sandwich course admissions, excluding enrolments through mergers with colleges of education, rose by 7 per cent last November compared with the previous year. University admissions increased by just under 4 per cent in the same period. The number of polytechnic students on full-time and sandwich courses had grown to 113,000 last autumn. There were 52,000 enrolments on part-time day and evening courses, the highest ever total and a 4 per cent increase over 1975.

Engineering and technology full-time and sandwich course enrolments rose by a dramatic 11 per cent in the polytechnics and the number of science and mathematics students increased by 13 per cent compared with the previous year. Admissions to university science and technology programmes were up by 9 per cent last autumn while the intake to science courses slowed a 4 per cent increase.

The figures reveal that the proportion of overseas students in the 14 per cent increase of 1 per cent over 1975. Nearly 30 per cent of first-year students entering engineering and technology courses are currently enrolled on part-time or sandwich programmes.

In the past year 53,000 students have entered polytechnic short courses ranging from a day to several months, indicating this sector's firm commitment to adult and continuing education. The scale and growth of short course enrolments also provided a direct indication of the polytechnics' ability to meet the commercial, industry and the specified needs of technology students are now on part-time or short courses.

Degree and "degree equivalent" courses now account for two-thirds of the full-time and sandwich students and half of all students following regular courses of study. Sandwich course admissions increased by 30 per cent last autumn, compared with 1975, and now provide a third of the total enrolments to sandwich and full-time programmes.

Recent mergers have doubled the proportion of full-time and sandwich students following teacher training courses in the polytechnics. The current level is 16 per cent and this is expected to rise in the coming year as mergers with colleges of education come into effect.

The popularity of social studies, business studies and administration remains invariant in the polytechnics. More than 32,000 students on full-time and sandwich courses are currently enrolled on part-time or sandwich programmes in these subject areas, nearly 30 per cent of the full-time

student population. Nineteen per cent of full-time and sandwich students are on engineering and technology courses and just three per cent on language or literature programmes.

The polytechnics now house between 2,000 and 6,000 full-time and sandwich students each. Fourteen polytechnics have more than 4,000 students in this category, says the CDP.

Manchester Polytechnic has the largest number of full-time students and Birmingham Polytechnic makes the biggest commitment to part-time day and evening students. Central London Polytechnic caters for nearly 6,000 students on evening courses only, the highest number in this category, and Sheffield provides for the largest contingent of sandwich course students, 2,619 in the current year.

If teacher training numbers are excluded completely, the latest figures reveal that total full-time and sandwich course admissions rose substantially by 11 per cent. Nearly 1,000 students entered full-time higher degree courses, about 1 per cent of the full-time student population and a similar proportion to the previous year.

Nearly 2 per cent of the students on part-time courses are now enrolling for higher degrees. More than 1,500 students fit in this category and a further 724 are involved in other aspects of part-time postgraduate work. Postgraduate teacher training enrolments totalled nearly 1,700 last autumn.

OU angry after play censorship

by Sue Reid

Professors by the BBC in screen plays scenes in a £20,000 Open University production of *The Balcony* without major cuts in using a bitter censorship controversy.

The BBC has ordered a partial cut of the *Camel* play which was scheduled for screening in September. The cut was made in a production of the Open University's full-length course in drama. It is also being used for the rescheduling of two other plays in the series, *Ubu Roi* and *Woyzeck* by Georg Buchner.

The three plays were originally scheduled for transmission on Sunday mornings. But the Open University, having to top-level BBC channels last weekend, and *Woyzeck* should have an early Saturday evening slot. The university has refused to make cuts in the *Balcony* production.

Opening sequences in the play, in a brothel, which include a "shoulder scene" and a "shoulder scene" between the Madame and her girls, are causing the controversy. The same opening sequence is used in the other two plays and is described as "offensive" and "disturbing" by the BBC.

The BBC originally argued for a cut in the early morning screening. The university agreed. It called for a reduction in the length of the play and the participants are standing up for their rights. There was, claims the Open University, an objection to the play's opening sequence. The Open University this week said that the BBC's refusal to accept cuts to the controversial



The dead General (Richard Beale) with his "horse" (Lucinda Gane) in a scene from *The Balcony*.

opening scenes of *The Balcony*, which form a prominent part of the production. It now plans to screen the play at the drama course summer school later this year. Requests that the play should be screened in adult evening viewing time were rejected by the BBC.

Mr. Brian Stone, the Open University drama course chairman, said that it was a matter of "intense regret" that the course should be the subject of such a sterile controversy. The programmes marked a new era in educational broadcasting

and had won wide acclaim from critics. All programmes in the series, which include productions of *Oedipus the King*, the *York Crucifixion* and *Macbeth*, were made and approved through the usual processes within the university and the BBC, says Mr. Stone.

"It was only late last autumn when the programmes had been made and scheduled that the BBC first voiced an undertaking to obey a previous court order banning him from the college buildings.

'Marxist bias' triggers row, tribunal told

A lecturer at University College, Swansea, was abused and insulted by her temporary boss after she had tried to put forward an alternative to a "politically biased" course being run by another lecturer, an industrial tribunal in Cardiff was told this week.

After complaints from students that courses in English literature given by a Marxist lecturer contained more politics than literature, Dr. Ruth Pryor and four colleagues drew up their own course which they asked their department to consider.

But, Dr. Pryor told the tribunal hearing her claim for unfair dismissal, the temporary head of the department, Mr. David Sims, called some of them into his office and accused her of being underhand, defiant and disruptive. She said Mr. Sims had said she had put forward the course out of a personal grievance with the man who had proposed it.

For six months Dr. Pryor tried to get a formal apology from Mr. Sims, and eventually refused to attend departmental meetings because she did not get one.

The dispute had arisen over a new course on nineteenth-century literature prepared by lecturer Mr. Crutcher Holderness. She claimed students had already criticized him for his political bias. She drew up her alternative course when she discovered that it contained books on Marxism, anarchy and social problems instead of those of recognized writers like Dickens.

Dr. Pryor said: "I personally object strongly to the Marxist school of criticism but I also feel quite strongly about other schools, too. I feel they should be represented in the department but this should not be the only view put forward."

Mr. Christopher Heath, for the college, said that Mr. Sims had been annoyed because he believed Dr. Pryor was conducting a crusade against her colleague, even offering to bring in students to testify against his conduct.

Mr. Sims denied making any of the statements about Dr. Pryor, although he conceded that he had said that her behaviour was "not quite straight".

Mr. Heath said that Mr. Sims had also been annoyed by the preamble to Dr. Pryor's course, which contained a slur on Mr. Holderness by suggesting that he taught English literature through sociology.

The college's case was that Mr. Sims's remarks were in the nature of a personal grievance. Dr. Pryor's conduct, said Mr. Heath, "The tribunal is continuing."

Student leader sent to jail

Mr. Andy Strouthous, 29-year-old left-wing president of the North East London Polytechnic's students' union, was sent to Pentonville Prison by a High Court judge on Wednesday for refusing to give an undertaking to obey a previous court order banning him from the college buildings.

In court, Mr. Strouthous argued that the polytechnic authorities, who expelled him in November for disrupting a governors' meeting, had no right to stop him performing his lawful duties as a saboteur. Mr. Christopher Carr, for the polytechnic, said that although he would organize further disruption of college life if he was allowed back.

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Universities to set up £800,000 hardship funds

by Frances Gibb

Universities are delving into their own assets to set up hardship funds to support students who will be unable to meet the new fee levels in October.

The government has already indicated that it would make £500,000 available to universities through recurrent grants. But the sums put forward by individual universities so far total more than £800,000.

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Trades council pleads to v-c for law clinic

by Judith Judd

Canterbury and District Trades Council has written to Mr Geoffrey Williams, the vice-chancellor of Kent University, to plead for the law clinic which is due to close in August.

The trade unionists say they are "in broad agreement" with a plan for new arrangements for a clinic put forward by the university's law faculty. The plan is an amendment of proposals put forward by Professor A. W. B. Simpson, dean of social sciences who is negotiating with the Law Society about it.

The trades council says that the clinic has fostered a legal equality for everyone, regardless of their financial position. "We believe that by giving law students experience of the legal difficulties of ordinary people this will assist both the students and the community in this respect the clinic is performing a vital role."

The council applauds the willingness of the clinic to take on cases which might prove unpopular with the local establishment and lists some of the cases which it believes may have affected the closure decision.

In winter 1974 a summons was issued against the chairman and vice-chairman of a Canterbury City Council sub-committee and the assistant city secretary to show cause why they should not be allowed to keep the peace, after houses were destroyed while squatters were all in them. The cases were dismissed but no order was made on costs.

In autumn 1975 the clinic represented a complainant in the activities of St Augustine's Hospital at an inquest.

In 1975 and 1976 the clinic represented six teachers from William Tyndale School at the inquiry into the school after the National Union of Teachers had turned down their request for legal representation.

In summer 1976 the clinic secured the rejection of an application to build a large office block in Canterbury when it represented a local tenants' society at a planning inquiry.

In autumn 1976 Canterbury City Council was successfully prosecuted under the Public Health Act over three sites where refuse was dumped during a dustmen's strike.

Professor Simpson said this week that it was ludicrous to suggest that the cases had affected the university's decision to recommend the clinic's closure.

The decision was not taken by an individual but by an elaborate democratic procedure. It had been approved by a faculty board of 60 people and by the senate after the initial recommendation from a committee of three people.

The Law Society has said that it is unlikely to reach a decision until the middle of June. The amended scheme will, in any case, be expensive and there are doubts whether the university can afford it.

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Overseas student numbers up by 13,000—British Council

by Sue Reid

Overseas student numbers in Britain reached 114,000 in 1975-76, an increase of more than 13,000 over the previous academic year, it has been revealed.

The latest figures, due to be released officially by the British Council later this month, show the greatest increase in the numbers of overseas students—6,416—was in further education colleges. Universities took 3,560 more foreign students than the previous year and polytechnics an extra 2,900.

There was a 16 per cent rise in foreign students overall in the public sector, with engineering and technology courses bearing the brunt of the increased intake, Mr George Mellors, assistant director of the British Council student centre, revealed at a seminar of university and polytechnic administrators from the London area last week.

He told the seminar that there were fewer students from Commonwealth countries than from other parts of the world. But they did make up the largest proportion of students from developing countries.

The seminar, which was considering "The Overseas Student in London", heard that 45 per cent of overseas students currently in Britain were now studying in the capital.

Mr Dick Stephens, secretary of Thames Polytechnic, warned of the present moves by the London Education Authority and the Government to cut down on academic staff to make decisions about their college intakes on a more academic criteria.

There was, he said, an emphasis on treating students differently and it was causing concern that administrators were having to "identify" the sector of the student population. A lack of contact between the Home Office and the Institute of Education and the Institute of Education was highlighted by Mr Eric Bristow, deputy executive secretary of the United Kingdom Council for Overseas Student Affairs. He maintained that there was not enough pre-course English testing of students planning to study in Britain although it was now developing this work.

Overseas students found it difficult to find accommodation at reasonable prices, especially in the London area. Loneliness was an additional problem for some London colleges where dormitory institutions were not the best social life. This indicated that fully planned orientation schemes were needed for overseas students studying in the capital, he said.



A new sculpture entitled Reunion was unveiled at Bradford University last week. Made possible by an anonymous donation, the sculpture was the work of Josepino de Vasconcelos, who is pictured above with MacBride, former Assistant Secretary-General of the United Nations. MacBride and Misa Vasconcelos both received honorary degrees at a ceremony following the unveiling.

Induction tutors criticized

Teacher tutors are criticized for their failure to observe probationers in the classroom in a report from the Department of Education and Science.

The final report on induction pilot schemes in Liverpool and Northumberland prepared by Dr Ray Bolom and Mr Keith Baker, of the University of Bristol School of Education, says that "tutors are reluctant to extend their concept of induction training to embrace classroom observation".

Less than 10 per cent of Liverpool and Northumberland probationers took part in classroom observation with tutors and only about 10 per cent said their teaching was observed for more than 10 minutes or more. The report also confirms that pilot schemes have been a success.

The report recommends a similar scheme for next year. Teacher Induction: Pilot Schemes is available from the Department of Education and Science.

Researchers are being urged to make their applications to the Medical Research Council as a result of the council's decision that it is approving more awards expected.

The MRC has increased the sum available for projects to about 20 per cent of the cost of the project.

New body to coordinate London teacher training

by Judith Judd

A new committee to coordinate teacher training in London and the Home Counties was set up this week.

The ATOs have retained their statutory powers for the time being through a DES memorandum issued in 1973 which said that co-ordination of training establishments should be handled by regional committees.

The committee will be an interim organization and will exist for not more than two years. A review of its membership will be undertaken when the Oakes committee reports and there will certainly be divisions of opinion about its long-term future.

Some favour the continuation of teacher training under the RAC umbrella and others its complete separation from teacher education. The new committee will have no additional resources and will have to work with immediate problems. These will include a review of initial teacher training in the light of the Government's final decision on cuts and a special concern for the provision of shortage subjects.

There are also expected to be difficulties about in-service provision especially in Buckinghamshire and Kent which will have no DES proposals for education if the DES proposals go ahead.

There are 28 local authorities in the region and about 9,700 initial teacher training places. The committee will have 41 members, from the various bodies, the teachers' organizations and the RAC.

At the moment both the Area Training Organizations and the RAC make recommendations about teacher education courses to the DES.

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Students lobby MP over closure

by Judith Judd

Students from North Riding College of Education, Scarborough, presented a petition to Mr Michael Shaw, Conservative MP for Scarborough, at the House of Commons.

The 351 students at the college have been campaigning against the proposal that it should be closed. The campaign is being supported by the North Yorkshire County Council.

The arguments being put forward by Scarborough include the fact that it is one of the few institutions offering an honours degree in future primary school teachers which has been specifically designed for the only institution which is fully integrated with the Schools Advisory Service.

Students from Rolle College, East Devon, visited Parliament yesterday to support a motion tabled by Mr Peter Entery, Conservative MP for Honiton.

The motion asks that Rolle should not be closed and gives five reasons. These are that it is the only state-maintained college west of Bristol, that it is the largest employer in East Devon, that it offers courses for teachers in shortage subjects, that it has an excellent academic record and that the past three years it has attracted more well-qualified applicants than any other college in the county.

Staff and students present the 40,000-signature petition to Mr Michael Shaw, MP for Scarborough, outside the House of Commons. The picture shows, from left to right, Miss Liz Jowles, representing first-year students, Mr David Robinson, vice-president of the students' union, Mr David Dutton, president of the union, Mr Shaw and Mr Kenneth Hall, a college lecturer.

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by Judith Judd

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Universities want sports excellence, minister says

by Frances Gibb

More than 200 universities, polytechnics and colleges wish to set up centres of sporting excellence, Mr Denis Howell, Minister of Sport, said in a parliamentary written answer last week.

Nearly 90 of these were able to offer sports facilities and coaching and tuition of a high standard, he said. One centre, Leeds, is already in operation and others are being considered by the Department of the Environment and the Department of Education and Science.

The idea of centres of sporting excellence was first mooted in the White Paper Sport and Recreation 1975, which recommended that colleges should set such centres up to cater for the needs of gifted sportsmen and women. "Society should not provide less for the development of sporting talent than for academic", it said.

It also suggested that such centres might be used by the local community, although that decision would be the responsibility of the college. "It is wrong if expensive facilities are underused. In a period of financial restraint, in particular, it is important to ensure that the maximum use is made by the community of facilities already available."

Campus stations 'could provide basis for community radio network'

by David Walker

Student-run campus radio could be the basis of a network of community stations covering the country, according to the National Association of Simulcast Broadcasting in its comments on the Annual Report.

The association's idea is for campus radio to be extended into the areas surrounding the 14 existing university stations. It claims that a small but enthusiastic band are keen to form the nucleus of a new system.

In the report of Lord Annan's committee on the future of broadcasting, the suggestion was made that local radio needed a basis in the community and that "non-profit-making institutions should be able to own and run local radio stations". The committee gave as examples universities and polytechnics.

Now the students have taken up the idea. "It would seem only

natural to crystallize good relations between university and local community and foster them through the medium of local radio."

The association reminded Lord Annan that student radio is not just pop music. It provides campus-wide local news and features, material not transmitted by established broadcasters.

Clarifying the association's comments, Mr David Miller of Essex University student radio, said that all stations would want to branch out in the wider community while Kent University already devoted much of its time to contemporary news and features.

For the association's plans to work, the campus stations would need to switch from medium wave to VHF broadcasting and be given access to Independent Broadcasting Authority transmitters.

Mr Miller said that giving campus radio all the paraphernalia of ordinary community stations existing in local radio might freeze the initiative and flexibility students had shown so far.

Commerce 'will rival industry as main graduate recruiters'

Accountancy and commerce may overtake industry as the biggest recruiters of graduates, according to a new university careers service. A report for 1975/76 published this week by Southampton University careers advisory service says that accountancy and commerce attracted 23 per cent of graduates going into jobs, almost three times as many as 10 years ago.

At Sheffield, the "vast majority" of social science graduates gaining jobs went into chartered accountancy, the careers service annual report says.

Such a profession, which appears to offer a thorough training that can later be put to use across a wide spectrum of employment, will continue to have a strong appeal while competition for jobs in industry remains as intense as it has become over the last few years.

But salaries for trainee chartered accountants remain relatively low, the Sheffield report says. The average starting salary for first degree graduates last year was £2,600, with civil engineers in local government receiving as much as £3,230 and trainee chartered accountants as little as £1,760.

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Despite the difficulties of gaining employment both reports said that at the end of the year only a small proportion—2.3 per cent at Southampton and 4 per cent at Sheffield—were thought to be without jobs.

V-c supports raided student

Mr Charles Carter, vice-chancellor of Lancaster University, last week spoke out in support of a student whose home was raided by the Special Branch.

He issued his statement after Mr Steven Wright, a postgraduate studying for an MSc in peace and conflict research, was released from police custody.

Mr Carter said: "I am glad to hear that nearly all the material seized by Special Branch officers from the home of Steven Wright has been returned, that no charges have been brought."

But I have yet to meet a teacher (though doubtless there are some) who is not in favour of initial selection. Tutorial groups here are depressed they are at the whims of their chances in the A.P.S.

The department of business administration reports the increase—366 per cent. Unemployment and geography applications were 48 per cent up. The engineering courses were between 15 and 32 per cent.

The Inspector of Electricity has been asked about his concern with Mr Duncan Campbell, a freelance journalist facing charges under the Official Secrets Act.

Mr J. Steven Watson (left), principal of St Andrew's University, holds a clemency from the Danish Consumers' Cooperative for the Harold Drever Memorial Project 1977 in memory of the late geology professor.

It involves a geological expedition by students and staff (pictured) to the village of Idorsvit in Greenland, which Professor Drever visited annually for 30 years. The project has found support from the Danes because Professor Drever did much work in Greenland villages.

L.e.a.s try new jobs scheme

Some local education authorities are to use a new simplified scheme to help students looking for teaching posts this term.

Devised at Middlesex Polytechnic by Mrs Clara Ashwin, senior lecturer in education, it involves the use of a Standard Teaching Application Proforma (STAP). Several authorities have collaborated on the form's design, including Croydon, Haringey, ILEA, Newham and Richmond.

STAP forms are distributed from the polytechnic to teacher education centres. To apply, the student obtains a blank form from the head of his institution, and completes personal details. He then photocopies the form and completes details specific to the vacancy on the photocopy, which is submitted

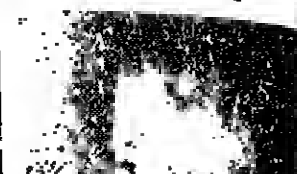
to the advertiser and will be treated as a normal application. The applicant retains the master form for future use.

The scheme will reduce the need to print forms and the time spent by office staff responding to requests for forms. It will give a speedier response to advertisements.

This term the polytechnic will run the scheme as a feasibility exercise, free of charge to advertising agencies and applicants. It is intended to extend it during the coming academic year. Further information can be obtained from Mrs Janet Pollitt, Consultancy Services Organization, Bounded Green, London N11 2NQ. Telephone 01-365 1299, ext. 129.

News in brief

New Aston arts administrator



Mr Adrian Welch, deputy director of the Round House Arts Centre in Birmingham, has been appointed as the first arts administrator at Aston University.

Mr Welch, who has worked for the Round House Arts Centre for the past five years, will be responsible for the development of the arts at Aston University.

Reading habits study

The British Library has published a new study of the reading habits of adults that should be invaluable to those concerned with continuing education.

The study, which takes the form of a bibliography with notes on the existing literature, shows that adults read and read for a variety of reasons.

The Reading Habits of Margaret Mann from the Library, Slough, London W4 8BN.

Salford applications

Applications for places on the Salford University for 1977/78 are now being accepted. The university has a national average increase of 10 per cent.

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Booklet sets standards

Course organizers should set high standards in the new variety pilot CBS courses. The booklet sets standards for planning and delivery of courses.

The certificate in education (C.E.) is a new qualification for teachers. It is a three-year course, leading to a diploma in education.

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Don's diary

Tuesday

A 3 am in the omnibus where I cut out my own set of depositions of other people (parking warden's and Latin class habits. As I am trying to drive out of the garage, one car is stuck up at the petrol pump. Another, seeing me coming, pulls behind the first, and right across my path. He thinks: "The traffic is going to queue-jump and get petrol before me." A week ago, except that I do not have petrol, and have to get out of my car in explain. Not a flicker of aggression shows as he backs his car. But this sort of scene, once typically Parisian, is now pleasantly rare.

Then into the centre of Paris. I notice that I sweat a lot to myself. I drive. I do at home, but for the opposite reason. The cutting is worse today. Perhaps it is the spring sunshine; aggression blossoms with the cherry-trees.

This morning it is one of my two English and CAPES preparation classes. I have about 90 people, now about 50, of whom I am 20 to 40 hours in written work. In these two competitive exams for a limited number of posts, in 1975 under 10 per cent were passed. People sit their exam on a Friday. The connection with driving (or with old ladies who queue-jump at the grocery?) This is a competitive country. My five-year-old son has to swim in a nursery school class with one teacher for 35 children. At the end of the educational scale, they fall more of their university students at every stage than we do. People use the printed word as if it were the end of their flat year, report has been finished for their research, and, consequently, their achievement varies. It is by dint of savage reading during the university period that the standard of the English is so high.

But I have yet to meet a teacher (though doubtless there are some) who is not in favour of initial selection. Tutorial groups here are depressed they are at the whims of their chances in the A.P.S.

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£500 jubilee scholarships

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Wednesday

Earlier to reach a third-year class. The students can opt for either exam or for continuous assessment, though the latter should be termed "continuous pressure". There are an enormous number of them, but a little thought that some of my British students, the teacher, too, is much harder at his relationship with his students. He cannot rest upon his reputation.

Consider is an architectural cardboard box. To obtain both coffee and a seat, one has to cross the road in a race. I miss the contact with my colleagues. I have no room of my own (the professor), and I meet my colleagues occasionally, mostly in the corridors, but I have little idea of what I have been doing. I am moving monotonically from the high pastures of the Bibliothèque Nationale to those of home and teaching, with myself as the only link between these widely separated little "meadows". Consequently, I have the feeling that it is not I who have travelled to Paris, but the world that has swung around a few hundred miles around my stationary self.

None the less, I have been splendidly welcome; if there is less of a feeling of "belonging" there is at least as much friendliness and helpfulness. Another symptom: my personal level at which the best things in French life go on.

The students have almost no societies, and a huge and impersonal institution. Perhaps the political activity is merely a sublimation of their social impulses. There is no contestation at Paris III this year, by the way, though there has been the occasional demonstration against Government spending cuts. The squeeze exists, too, though there has not been the usual attack on universities that we have had in Britain, by the quasi-deliberate striking of inflation.

A day spent marking application forms. "What an innumerable activity" is some of translating literally from French into literary English? I learn a language and live in the country where it is spoken." Quite true. But the exercise is still useful. Nothing better reveals the differences between people than the way in which they speak. The most uncomfortable aspect of French is its bureaucracy. They love asking you for documents A, for which you need C; for which in turn you need A. Checkmate.

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Friday

Two 1.45 am home-leave classes at Centre from 1.30 pm and from 6 to 7.30 pm. Plenty of students in the latter class who have to work all day for a living. I get out of the house for these classes, an excellent thing, from one point of view. From another, the students, to the government, are their own boss. They are, as indeed it is, the university's "extra" work, if there are called "extra", they can be treated as such.

I return home at 8.30 pm and think for the rest of the evening. The television is showing one of those discussion programmes where the topic is raised and the participants are asked to discuss it. Why not? These people actually care about the problems they are discussing!

I met a colleague this morning in the department library. He admitted the grants selection and the grants selection (both of which are fairer to the working class). But he regrets that we learn no philosophy at school, and claims that philosophy are double-edged: they reduce self-reliance, and in Britain they meet one who works his own way through university.

I put out, however, that at home there are almost no part-time jobs. Anyway, surely it is better for students to be able freely to devote their time to study. As for philosophy, he has his point: whatever their other interests, I haven't come across quite so many who are morally of the turnipy novelists and the moralists of my first-year students as I do at home.

Saturday

To the beautiful old medieval town of Provins, including a meal that is no denser than at home. There is no doubt that it is good being here. For one thing, I saw enough to see the countryside and out the food.

We overheard a French businessman commenting on how little the fish workers earn. Indeed yes. As at home I have been a professional teacher for 21 years, yet since 1973 I have not been able to afford clothes. My car system, for take them on holiday even once a year, or pay for repairs to the house, or buy books because I love to, but I can't afford them either. Here there are no such problems. The British are more or less almost all think you are mad to be going back home.

It is agonising, too, as a teacher, to obtain 10 per cent of the price of books here and, as a State employee, to get into Government-owned clutter and museums for nothing. Here, in short, one feels appreciated. At home the British are increasingly regarded as a non-cock's tail: a curious aberration of evolution, with no visible survival value. Could it be the difference between the puritan and the Gallic?

The British have one of the world's finest university systems, most of them in the sciences, and musical scenes; it is possible to find good food. But the mass of the population, in all classes, appear to despise those things that the British understand. We are still divided between Arnold's philistines and barbarians.

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Sunday

In the evening, we are warmly treated to an excellent dinner and conversation with a poet friend. We talk of the French and British literary scenes, of jazz, of the cinema. I mentally recall my theory about Sartre's *Nausea*. How French it is. The outside world is treated as menacing because it cannot be eaten.

The compensation here for those occasional moments of disorganization and aggression, is the warmth of personal relations, the appreciation of quality in everything that is properly human. As long as this is so, I am getting more and more drawn to the life in France. I wish we were also acquiring their virtues.

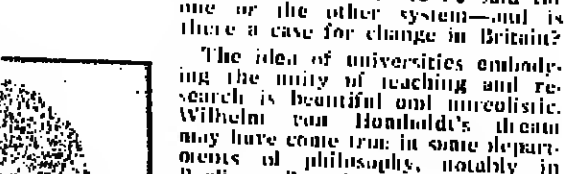
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Where should research be done?



The idea of universities embodying the unity of teaching and research is beautiful and unrealistic. Wilhelm von Humboldt's dream may have come true in some departments of philosophy, notably in Berlin. But in most universities, and classes that teach in ways more teaching than research, and many of those doing research do little teaching or taught quite different subjects.

It is important to add that English universities, in particular, have maintained a strong tradition of teaching along the lines of medieval colleges, although the London colleges, redbrick universities and some of the recent foundations have introduced new elements. However, the strict principle that every teacher should be a researcher, and vice versa, and that every class should be a research as well as a teaching experience, has clearly outlived its usefulness in an age of mass tertiary education (if it ever had any usefulness).

The principle has, therefore, been replaced, in the views of some, by that of the multiversity. While some teach and others do research, or while at any rate the two activities are separated, the university should provide a roof for both. It is said that teaching profits from the proximity of research; that many scholars feel that mere research makes them stale; and that, in any case, universities must be sufficiently generous in their organization to accommodate the research institutes as well as undergraduate teaching, graduate schools, and possibly even policy studies.

And, of course, one can plausibly point to the old and famous American multiversities (Columbia, Chicago, and Berkeley) as examples for such complexity.

This line of argument has undoubted attractions; in theory I would regard it as clearly superior. But does it stand up to the test of reality? Does it do this if structured multiplicity is not the result of deliberate design? I am impressed by the difficulties which one designs to encounter if one tries to design differentiation.

This is at the heart of the debate about comprehensive schools; but it is equally true for comprehensive universities. Where are included the notion of research, the question of how secure resources should be spent: in universities, separate institutes and centres or government agencies?

Inevitably, at a time when Government is involved in so many areas of social life, its agencies also conduct research. This was not, to be kind as ever, a built-in strain towards similarity in universities, but that this strain militates against semi-detached research institutes within universities, then the theoretical beautiful answer is no longer so attractive.

But I hasten to add that research is its alternative. I said that research is to be semi-detached, and I meant it. Research invariably has an element of learning, and thus of teaching, associated with it; and separate research institutes not only tend to play this down but often make it a completely difficult job, may, preparation for a PhD.

The history of the relationship between institutes of the Max-Planck-Gesellschaft and universities in Germany is one of endless friction with little or no research. A system of separate research institutes may be necessary in certain disciplines and under certain conditions, but it deprives universities of many creative brains and removes research from contact with systematic teaching and learning.

I am afraid that there is no conclusion to this argument. It seems to me that for research to be productive in its own terms, it has to be removed from interests as well as separated and protected. Hence, it is probably impossible to generalize here; fusion research, the study of the cost of urban growth and the incorporation of Hilderth, are all rather different conditions.

However, it is striking how the general question is handled in different countries with Britain very

vicio without approval and supervision of the Department of Health and Social Security. And from time to time one wonders whether every thing conceded under the government clock of defence research requires such camouflage. In any case, the principle should be as simple as possible, as much government as is inescapably necessary.

This is a simple principle. The other question is much more difficult: whether it helps the production of quality in everything that is properly human. As long as this is so, I am getting more and more drawn to the life in France. I wish we were also acquiring their virtues.

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LETTERS TO THE EDITOR

Scandinavian studies

Sir,—Your correspondent's article on the report of the Inter-university Committee on Scandinavian Studies (THES, April 29) in Britain tends to highlight dissent and reports criticisms made by certain delegates at a conference of teachers of Scandinavian which was held at the University of East Angles in March this year. I should like, as chairman of the committee responsible for the report, to make the following points:

It is alleged that the report was prematurely distributed in the University Grants Committee and not by vice-chancellors without proper consultation in the field. This is not so. The committee was empowered, when it was set up at a conference of teachers in Scandinavia at Aberdeen in 1975, to report to the authorities concerned after the individual departments of Scandinavian studies had been consulted.

This consultation took place by a staff of the report being sent to the departments in December 1976 with a request for their comments; unfortunately, owing to a lapse in the distribution of the draft, one department did not receive it. It was part of the committee's mandate at Aberdeen to prepare the report and submit it to the authorities as soon as possible, since it was feared that at individual universities posts might be allowed to lapse (as had already happened) without any reference to the situation nationally of the subject.

A major objective of the report is to provide a national plan for the future of Scandinavian studies in Britain which it is hoped will commend itself to the authorities and to the universities concerned.

You state that "delegates voted by a substantial majority against the more controversial proposals". This is incorrect. When a vote was taken at the concluding session of the debate the report on whether certain of the committee's recommendations should be deleted—those concerning a centre in Scotland, the allocation of resources to two universities which had shown the greatest resourcefulness and vitality, and more vigorous recruitment of British scholars to the posts available—12 delegates voted for deletion, four for their retention, with 2 abstentions. But in neither vote only 12 delegates voted, as present at the time voted against the report as it stands.

It is misleading to say that the committee's proposals would involve the closure of two Scandinavian studies departments in Scottish universities. In Scotland Norwegian is taught at Glasgow, Old Norse at Edinburgh, and Swedish and some Norwegian at Aberdeen. The proposals for Scotland are designed to help together of these (isolated) units into one, more viable, department of Scandinavian studies.

Your correspondent's remarks on the more vigorous recruitment of British-born scholars to the teaching posts available were not conceived in any spirit of xenophobia. The committee felt that British graduates should be recruited to the posts in the hope of being appointed to the few and infrequent vacancies that occur.

Experience in the past has shown that if one is so determined, it is usually possible to recruit staff from Scandinavia who, because of the flying start they have had in their British counterparts, are better qualified on paper than their British counterparts. Nevertheless, it is at least arguable that in understanding the importance of a foreign culture, the outside observer of that culture is at an advantage.

Yours sincerely,
RONALD BOFFERWELL,
Faculty of modern and medieval languages,
Cambridge University.

Sir,—The recent report on the future of Scandinavian studies in Great Britain (THES, April 29) evidently puts great emphasis on the importance of reserving the teaching of Scandinavian studies at British universities for British only. The preparation of native Scandinavians during the last few years is arguable, mainly if you include the assistants or lecturers in the figures.

Having myself worked as an assistant in a department of Scandinavian studies in this country, I have come across these notions before, but to discover that they have now found their way into an official report is to me both puzzling and depressing.

First it is of course ridiculous to include the assistants or lecturers in any calculations of the proportion of natives teaching Scandinavian studies at British universities, since these assistants are recruited, in their home countries, because they are native speakers of a Scandinavian language and regarded as particularly well suited to teach their language to foreigners.

Assistants and lecturers are by definition natives, as are their counterparts in other modern language departments, and to include a category in the figures simply does not make sense.

More serious, however, is the general objection to natives holding permanent posts in the departments of Scandinavian studies in this country. I was amazed and incredulous when I first encountered this attitude and was told that qualified Scandinavians like myself were in fact depriving British graduates of their jobs.

It is most frustrating to find that being a native speaker of a Scandinavian language, once an obvious advantage and, in my view, a prerequisite for my job in Great Britain, gradually turns into a disadvantage to the extent that it even appears to exclude you from any future job opportunities in the field of Scandinavian studies in this country. It seems to me obvious that the applicant who has the best qualifications should be appointed, whatever his or her nationality.

Native speakers tend to be appreciated in other modern language departments, and it is tragic that the departments of Scandinavian studies, whose position is comparatively weak already, should further undermine their own existence by this form of narrow-minded infighting.

The Scandinavian countries, co-operating in the Nordic Council, are acutely aware of the importance of promoting the teaching of Scandinavian languages abroad and are planning an expansion of support and resources for this purpose, but of doubt if any British attitude could in any way hinder or further the cause of Scandinavian studies from a Nordic point of view.

With the Scandinavian countries and their languages still remaining largely unknown in Great Britain, it seems to me that a strategy along the lines suggested in the report, aiming at "rationalization", "concentration", and "economies" generally can only spell disaster for Scandinavian studies in this country. The present situation must be improved instead of being allowed to deteriorate still further, and this can only be done if all available resources are used to the full, in order to maintain—and preferably, also expand—the teaching of Scandinavian studies throughout Great Britain.

Yours faithfully,
HELENA SCOTT,
Loanhead Terrace,
Aberdeen. Leader, page 15

Sir,—It was sad to see *THE THES* supporting, in however qualified a manner, the current attacks on the Open University and some of its courses (THES, April 22). This seems to be the open season for OU-baiting, ranging from the poisonous remarks of the vice-chancellor of Queen's University Belfast, to the anti-Marxist polemics of Professor Julius Gougeon and Mrs Caroline Cox, whom there is more than a whiff of old-fashioned Red-baiting as well. In the circumstances, it is not surprising that the OU's more robust defence than you seem prepared to offer.

The vice-chancellor's remarks we may ignore, since they are admittedly based only on "slight experience". I can only say that in the fields with which I have some acquaintance, the OU staff who produce the courses are manifestly quite as distinguished as the staff of any other university in the country; and in my own teaching I have been glad to make use of some of the books they have produced—for example, for the *Age of Revolutions* course.

I would also add that the willingness of the OU in the fields of culture and history to disregard the conventional "subject" boundaries, bringing together history, culture and social studies in a way which is bound to be challenging, and which, as a standing rebuke to the narrow departmentalism and petty demarcation disputes which bedevil so much conventional teaching in higher education.

How much of this flexibility would I wonder be likely to survive the kind of external assessment for which you and others are now calling? For it is all too likely that the external assessors would be exactly the kind of conventional specialists who distrust as "radical" any attempt to make connections between the various fragmented disciplines into which social and cultural studies are normally divided.

I was surprised, too, that you should apparently endorse as a subversive critic the charges of Marxist or political bias which are currently being pressed against some courses or course units. Indeed, it astonishes me that such charges should be taken at all seriously, either by you or by the Open University itself.

Are we really expected to believe that Professor Gould and Mrs Cox are the personification of pure objectivity and political neutrality? The question has only to be asked to be answered. Professor Gould's anti-Marxist, anti-leftist bias has long been obvious in his own reviews and articles. Mrs Cox is joint author of *Rape of Reason*, a suitably sensational title for a highly tendentious account of the troubles at North London Polytechnic, published by the Churchill Press.

They have their political and ideological biases, as I have mine, and it would be naive in the extreme to suppose that their own teachings are unaccompanied by these views. Indeed, it seems to me that, as accessibly to me as they were, as University's are to them, no doubt I could produce critiques as "con-

vincingly argued and well documented" as you assert theirs to be. It is not simply that Professor Gould and Mrs Cox are not impartial in this dispute. What is absurd is the notion that in the areas of social studies it is ever possible to produce courses which are free of what you and others choose to call "bias". If courses do not have a Marxist "bias", they will have some other kind of "bias", which may be rather more difficult to spot just because it chimes in so nicely with conventional ideas in these fields.

Students, including Open University students are not gullible or naive as Professor Gould and others apparently believe. It does not take most of them long to realize that a teacher or course is, or can be, simply the transmitter of plain, indisputable, unimpeachable Truth. They very soon recognize the different biases, or ideologies, of their teachers, and form their own judgments accordingly.

To expect any teacher to teach without personal or political "bias" is to demand the impossible; and even if such neutrality were attainable, it would be an infallible recipe for boredom among students. What can be asked of any teaching institution is that its staff between them reflect a range and variety of viewpoints, biases and ideologies, and that students have the opportunity to choose among them.

Quite clearly the Open University meets this criterion, and they have no reason to be ashamed or dismayed at the Marxist bias (if it exists) of some of their courses or course units. Indeed, it would be an intellectual disgrace if such a view-point did not find expression within their range of work.

ANTHONY ARBLASTER,
Politics Department,
Sheffield University.

Sir,—In your editorial "Academic Standards at the OU" (THES, April 22) you say: "The vital point which was conveyed by the criticism was not so much that some courses are Marxist-biased... but the lack of control over how course units are formed and carry out their work..."

I like you, we wish to ensure that "academic standards" are maintained against "chance inlets"; and not only those of "younger members who rush ahead..." We feel somewhat anxious therefore about your failure to identify not only those who would exercise this necessary control, but also those who would select these controllers.

We are also disturbed to find your plea for objectivity couched in linguistic terms couched in rather crucial agencies: a hallmark of "ideological" discourses throughout history.

Yours sincerely,
DAVID AERS,
GUNTHER KRESS,
School of English and American Studies,
University of East Angles.

Sir,—Please allow me to express my enthusiasm for the wonderfully sensitive and delicate piece of Messrs. Abers and Kress, entitled *Small and Demographic* which was published in *THE THES*, April 22.

As someone who has been incarcerated in a soulless, city centre polytechnic since the earliest days, I can say that I felt quite moist about their view of a truly biodegradable, re-usable, peopled (or should I say folked?) by really sensitive souls, like myself and the everybody now sused and went about cooeping life (as opposed to the more means of life) have been so moved.

My only complaint is that the authors did not go far enough. In my new college, the labouring "proletarians" of secretaries, cooks, cleaners, etc., in which the "workers" refer, would all be on night shift, so that the delicate business of truly humane pedagogy could peacefully proceed. Essential daytime staff would be camouflaged, and work from a hand portable screen on old wheels.

Small is truly beautiful

Sir,—I have been asked by the Modern Languages Association of America to help in the compilation of a definitive bibliography of the Spanish poet and playwright

Federico Garcia Lorca

The M.L.A.A. wishes to publish articles, books, and other adaptations based on his work and should be very pleased to receive any of your references or butlers who have published work on him or who could help me any information in the UK.

Yours faithfully,
J. A. CHAPMAN,
Department of Spanish, London University.

Contempt and kids

Sir,—How right Raymond Williams is in his review (THES, April 22) to describe the word "kids" as "the word 'kids' in its vulgar sense, an attitude of superiority towards children."

JOHN GILLARD WATSON,
32 Beech Croft Road,
Oxford.

Lorca bibliography

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Examples, please

Sir,—Do not feel it incumbent upon myself to say what this (highly content) piece of "rhetoric" is about.

It is, in fact, about the founding of British Mechanics Institutes and is, curiously, the only paper to the reader which argues, with Professor MacRae, that educational interventions are unlikely to be effective agencies of social contrivance.

As a lesson in gratuitous rudeness, one hopes that MacRae's reader may, as he would put it, "produce its own correction".

Yours faithfully,
STEVEN SHAFIN,
Science studies unit,
Edinburgh University.

Very best continue to queue up for admittance

Three years ago, when *THE THES* published its last major investigation into medical education, medical schools were preoccupied by the problem of selecting students out of the flood of eager and well qualified applicants rising rapidly round them.

The crush has eased a little since then, as the chart shows: UCCA medical applications peaked at 12,003 for entrance in 1974 and fell back to 12,015 in 1976. The provisional 1977 figure is 12,120.

The number of places available rose from 3,300 in 1974 to 3,735 (provisional) in 1977, so the proportion of successful candidates has risen from 27 per cent to 29 per cent (a few students bypass the UCCA scheme).

However, medicine continues to attract a high proportion of candidates with the best A level grades: 57 per cent of those accepted have ABB, AAC or better. This has inevitably led to demands that medicine stop "exploiting the intellectual cream of the nation's science students" and adopt more sophisticated and personable techniques, including aptitude tests, rather than rely on A levels.

It is being said, too, that the current generation of medical students is too bright for the good of medicine as a whole; it is argued that a brilliant future for medical research, but not for patient care, would be ensured by a more selective intake of students, and that the ability of medical students to get on with patients is

deteriorating as their intellectual qualifications improve. Housemen who have just graduated are even liable to say the same about clinical students two or three years younger than them.

Traditional medical schools that interview every likely applicant in selecting candidates whose non-academic qualities will make them good doctors. Others say the interview is too unreliable an indicator to be used except in special cases. Southampton, for example, recently revised its policy of interviewing most candidates on GCE results, and UCCA forms, without formal interview, and decided to stick to it.

Next week academic staff

Academic standards at the OU

Sir,—You will undoubtedly be familiar with the fact that mine about your article "Academic Standards at the OU" (THES, April 22). There are two assumptions implicit in your article. The first is that the University students because of isolation are more likely to be receptive to political or other influences.

This is an assumption that is rejected with derision by the part-time staff who come into contact with students who are isolated from the real world. It is profoundly and stimulatingly of the concepts placed before them.

The second assumption is some kind of external assessment for National Academic Awards. The Open University has a course from which 250 would be very useful. But speaking as a CNAA assessor for several years, I can assure you that "rigorous assessment" is different.

You often the CMAA have its role as a guardian of academic standards. You often their own self-interests with regard to their own careers, which with little or no contact with the real world, indeed often the CMAA, the role of the Daddy-for-nangily child must wait.

To suggest that such an organization is the guardian of academic standards is to suggest that the guardian of academic standards is the guardian of the man who is in front of the student.

As far as Professor Gould's "inadequate attempt at a Workers' Educational Association" is a sad comment on the feelings of insecurity of some of our more elderly students.

Yours faithfully,
ORMOND SIMPSON,
Senior councillor,
The Open University.

Sir,—I was sad to see *THE THES* supporting, in however qualified a manner, the current attacks on the Open University and some of its courses (THES, April 22). This seems to be the open season for OU-baiting, ranging from the poisonous remarks of the vice-chancellor of Queen's University Belfast, to the anti-Marxist polemics of Professor Julius Gougeon and Mrs Caroline Cox, whom there is more than a whiff of old-fashioned Red-baiting as well. In the circumstances, it is not surprising that the OU's more robust defence than you seem prepared to offer.

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I would also add that the willingness of the OU in the fields of culture and history to disregard the conventional "subject" boundaries, bringing together history, culture and social studies in a way which is bound to be challenging, and which, as a standing rebuke to the narrow departmentalism and petty demarcation disputes which bedevil so much conventional teaching in higher education.

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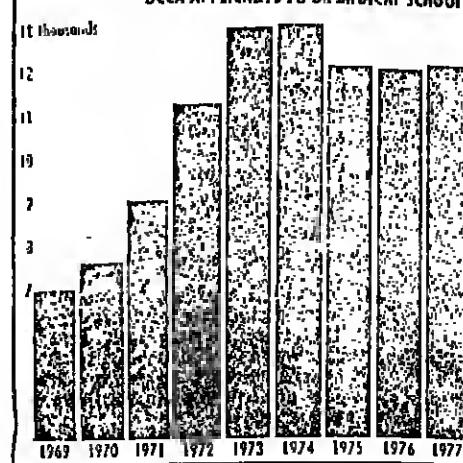
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Doctors disagree about harm from growth



Row over principal threatens future of architects' school

Peter Wilby unravels the controversy surrounding the man who heads the Architectural Association's school

The principal's contract, due to expire in September, still has not been renewed. The governing council wants to get rid of him.

Student representatives, who won a heavy majority in elections last year, have written to the council. Yet the school's students and staff are now backing the principal by a majority of about two to one. We are the people who run the school community, and you are like a local council that is tearing down our houses without consulting us.

This extraordinary, perverse confrontation is the result of a year of bitter quarrels at the Architectural Association School of Architecture in Bedford Square, London. This month, with elections for a new council and a referendum on the future of the principal (who is called "schoolman"), the crisis reaches its climax.

The AA is the oldest, largest and strongest of Britain's 39 schools of architecture. A private institution, it was founded in 1847 at the Lion's Inn Hall in the Strand by a pack of troublesome students. There is no constitutional distinction between the Association and its 3,500 members in professional practice, and its 500 students—who are members simply in full-time study.

The school has always had something of a club atmosphere, with the students and the professional members mixing freely in the bars, lectures and workshops. The distinctive aspect of its five-year undergraduate course is at the end of which the student may receive either the AA's own diploma or a professional qualification, or both—the intermediate school, covering years two and three.

At this stage students have a virtually unrestricted choice of different workshop units where they can pick wherever studies and projects they want. The notice in the prospectus from Unit 3 gives the characteristic flourish: "We are looking for 12 really enthusiastic students who would like to work with us (the four staff) and with each other... essentially a design unit, with no design prejudices."

There is no "Unit Style", no "Unit Attitudes" and, particularly, no "Unit Philosophy". The intention is to allow the students sufficient space to develop their own ideas about the environment. However, we may suggest an approach to the subject. And Unit 4 announces that it will be looking towards an appreciation of style, flair, wonder and wit in buildings. In short, towards an old-time architecture.

Alvin Boyarsky, the chairman, claims that, at the end of this elective education, AA graduates will be different from those of other schools. First, "they won't have a blank expression in their eyes when they see a building." Second, they will have a greater awareness of design. Third, they will be more mature as professional operators, because they are used to making their work decisions and to seeing their work discussed with critics.

For the last decade, the survival of the school has been in constant doubt. Seven years ago, worried by rising costs and the expiry of its Bedford Square lease, the school was about to merge with Imperial College. The plans were dropped after a revolt by the staff and students.

In 1971, Canadian-born Mr Boyarsky, former Professor of Architecture at Chicago Circle Campus, University of Illinois, was appointed chairman. A man of immense energy and drive, Boyarsky launched a programme to save the school by recruiting until it was bursting at the seams.

Boyarsky does not take kindly to criticism or opposition. His "magnificence" or "self-confidence," accord-

ing to how you look at it—arouses either intense admiration or intense dislike. In 1971 during the negotiation of the chairman's first contract, John Smith, then president of the Association, told Boyarsky that he had wisdom, insight, sympathy and understanding, plus extraordinary charisma. But he was also worried that Boyarsky saw himself as an autocrat.

Boyarsky's tenure of office, however, has been marked by a series of incidents, many of them trivial, that must have confirmed John Smith's fears. For example, he opposed a staff move to form a branch of the Association for Scientific, Technical and Managerial Staffs.

But the school's present troubles are mainly financial. In 1972, the Department of Education and Science withdrew the AA from the mandatory grants list. Hence, new students were no longer certain of getting either maintenance grants or fees from their local authorities. The problem has become more acute in the last two years; local authorities have cut discretionary grants and the AA, after freezing its fees for four years, has now put them up in £1,375.

The result has been a substantial fall in the school's total student numbers—from more than 600 in 1973-74 to fewer than 500 this year, and further contraction seems likely. Twenty three local authorities, including Inner London and nine other London boroughs, as well as the Scottish and Northern Ireland education departments, refuse all grants to AA students.

So, increasingly, the AA depends on self-supporting students, particularly from overseas. The proportion of students on local authority grants has fallen from 45 per cent in 1974 to an estimated 32 per cent. The proportion of overseas students has risen from 27 per cent to nearly 50 per cent.

The school might not have survived but for Boyarsky's policy of vigorous overseas promotion and recruitment. But concern about Boyarsky's style of government and the school's future led to the formation of a Student Representative Council (SRC) last year. Curiously, it had no formal membership or constitution and no status within the student union. Its plan was simply to get students elected to the council and its platform was unequivocally anti-Boyarsky. But the precise thrust of its criticisms has not always been clear.

Nevertheless, the AA membership—students, staff and the 3,500 pro-

Professor O. A. W. Dilke reports on the fourth international Latin congress in Dakar

In the Middle Ages and Renaissance, Latin was an international language among educated men. One who writes a description in Latin of an ailment or accident for a patient to show to doctors and nurses in other countries, thus avoiding misunderstanding through translation.

The International organization Academiæ Latinitatis inter omnes gentes fovendæ wants to extend this. It encourages conversion as well as academic papers and four conferences have been held over 10 years. The fourth has just taken place in Dakar, Senegal, at the invitation of "vice-presidents" Leopold Senghor, Senegal, who used to teach Latin and this year received the Cudor di Roma prize for his contribution to the culture of Rome. This was the first time the congress was held outside Europe and the Mediterranean.

President Senghor opened the conference with a lecture in French on "Les Noirs dans l'antiquité romaine." He received a lyons odour in the 1920s, when perception of the Roman world reflected nineteenth-century ideas of European dominance in Africa. But today, he said, there was far greater recognition, in classical teaching, of the important part played by black Africa and Berbers in the Roman African provinces.

Researches had developed new linguistic theories, some pointing to the Egyptian origin of African languages and cultures. Ethiopians, in particular, had been praised for their high culture and development by writers from Homer to Hel-



Professor Alvin Boyarsky—immense energy and drive.

tioners—were sufficiently satisfied by the credentials of the blue student representatives to elect them to the council. Only Sir Denis Losh, who had been in the poll, felt obliged to resign. This has just issued an unopposed nomination—all professional architects—from the previous council.

Those eight have steered an uneasy course between Boyarsky and his student opponents but, particularly in recent months, few of them have taken much trouble to disguise their growing impatience with him.

The first clash came at a council meeting last August. Boyarsky was due to present his new budget, based on another rise in fees to £1,375 in 1977-78. The council prepared a document, proposing that the fees should be pegged in 1975 a year, with all future increases linked to the rate of inflation. To make the lower fees possible, the council suggested a radical restructuring of the school including substantial cuts in administrative costs.

The council members insisted that their document should be discussed before Boyarsky's budget. The chairman walked out. But, when the school reopened for the autumn term, the council members found that they had miscalculated. Many of those who had supported the SRC the previous term had left and been replaced by self-supporting overseas students—precisely the people the council's proposals were

designed to keep out. To many staff and students—particularly staff who stood to lose jobs—the council appeared to have been high-handed. Nobody had asked the members of the school about proposals for radical change. Eventually, after the school opened, all staff and students—opposed the council, the budget was accepted.

The broader questions of the school's future were referred to a working party. This has just issued a final report, setting out seven paper-style alternatives, rather than a single programme.

The ideas include a "box and core" scheme for two annual school shifts of 24 weeks, each of 300 students. Within each shift, students would choose two or three week modular courses. This would see maximum use of the school's premises combined with maximum flexibility for the student. Another proposal is that the school try to develop more part-time and service courses.

This year, a new quarrel developed between Boyarsky and the council. In January, the council decided that it did not wish to renew the chairman's contract when it expires in the autumn. The school community then invited Boyarsky to continue as chairman and "to negotiate his contract with a group mutually acceptable to himself and the president and answerable to the school community." This was repeated after the council repeated

that Boyarsky's continuance in office was "one of the best interests of the school" but mandated the president, Raymond Andrews, to negotiate with the chairman on the terms of a new contract. Boyarsky knew that he was in a virtually inescapable position. He demanded an amount of £10,000 from the council. This was less than the amount he had received during the negotiations on his previous contract.

There the matter rested, with two sides deadlocked. Then, at this month's council election, the referendum on whether to re-appoint Boyarsky to his contract for the terms of his previous contract—will almost certainly elect the chairman's former and the school's.

Time is running out for the school. It has had substantial deficits over the last two years and reserves are only £50,000. The difficulty for members is to find a way to turn the apparent ambition to turn the school into an international design school—a sort of "British Bauhaus"—into a financially viable institution. The council's proposals are the immediate ones.

Behind the immediate proposals are two other ones. First, there is the role of the professional membership. The school has been declining as the membership has risen. At present, the school has 500 students and 100 members. The second issue concerns the school's educational role. The growing concern among the staff is about technical competence in a routine instruction by the Institute of British Architects. This has just issued a report, setting out seven paper-style alternatives, rather than a single programme.

The ideas include a "box and core" scheme for two annual school shifts of 24 weeks, each of 300 students. Within each shift, students would choose two or three week modular courses. This would see maximum use of the school's premises combined with maximum flexibility for the student. Another proposal is that the school try to develop more part-time and service courses.

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designed to keep out. To many staff and students—particularly staff who stood to lose jobs—the council appeared to have been high-handed. Nobody had asked the members of the school about proposals for radical change. Eventually, after the school opened, all staff and students—opposed the council, the budget was accepted.

Judith Judd examines teacher training reorganization: Scotland

Hopeful Scots fight 'dead hand' of the Treasury

The Scottish colleges of education have entered the fight for survival with a ferocity which makes their English counterparts look like pacifists. They have mounted an aggressive and highly political campaign which has embraced everyone from the National Union of Mineworkers to the Roman Catholic bishops.

Already the proposals for reorganization have been defeated in the Scottish Grand Committee and in an adjournment debate in the Commons. Labour MPs have voted against the Government and Mr Bruce Millan, the Secretary of State for Scotland, has earned much unpopularity for his handling of what he may initially have regarded as a relatively minor matter.

The Scots have a long tradition of concern for education and its perceptible sense of the helplessness of the individual in the face of central government. In the words of a lecturer at Craigie College in Ayr: "We would not have been as hard if we were not opinionless."

The proposals are that Craigie College and Callendar Park in Falkirk should merge with Dundee and Edinburgh should merge with Dundee or Murray House. This would reduce the number of colleges in Scotland from 10 to six.

Why have the Scots fought so hard and so hopefully? Nationalism has undoubtedly played its part. Many people in the colleges believe that the dead hand of the Treasury is pinning Scotland again to the safety and remoteness of Westminster.

The economic arguments have played a much bigger part in the debate than in England. Mr Millan has said that he hopes to save £20m by the reorganization and has been challenged to produce costings for the operation. The Association of Lecturers in Colleges of Education in Scotland claims that at first the Government may actually lose money.

The now infamous document in which the proposals were set out made several references to savings. "Since salaries and other costs of staff are high, considerable savings would be made simply by reducing staff numbers broadly in proportion to student numbers." The cost of redundancy, however, was thrown out of work, with a possible 400 lecturers thrown out of work, certainly a high figure. Meanwhile, ALCES is still waiting for the costings.

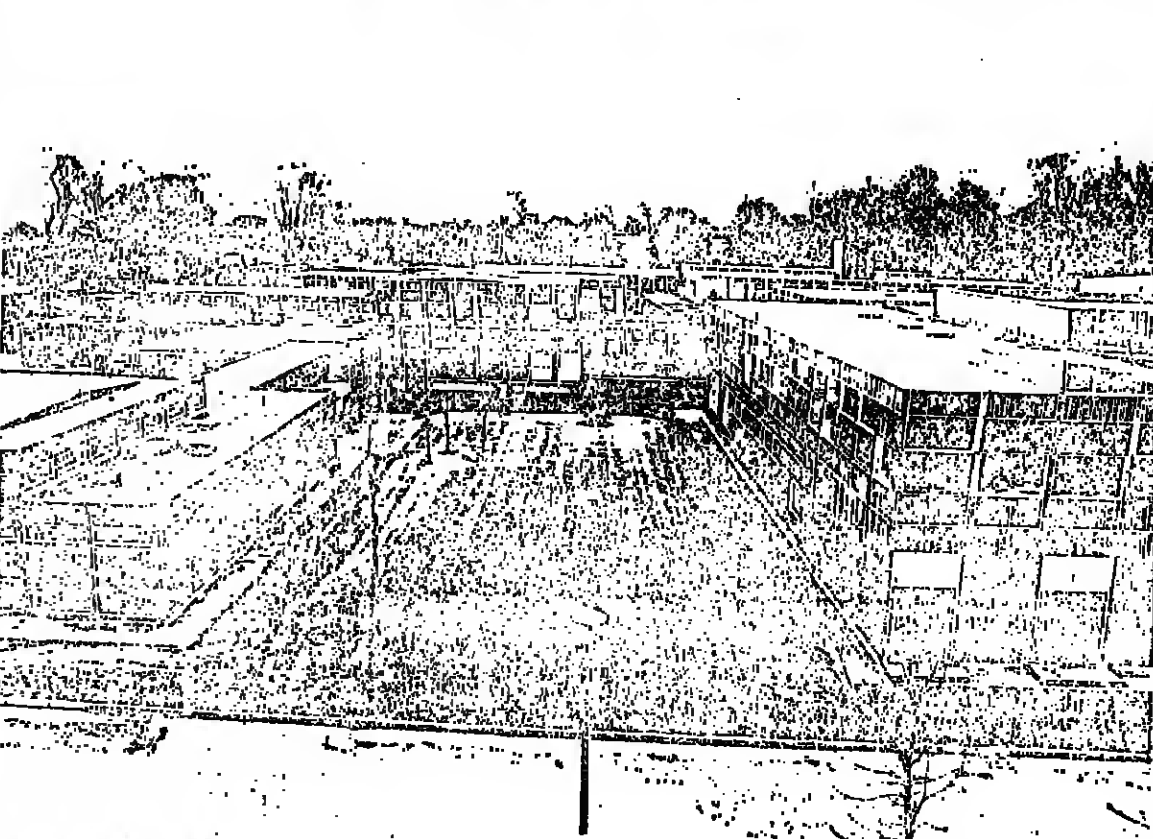
Besides the resentment against the Treasury, there is also the grievance of Scotland, yet again, to suffer disproportionately to both England and Wales. Mr David Forbes, a lecturer in the school services department at Craigie College, pointed out that if the colleges were to merge, the number of teacher training institutions would be brought into line with the system which exists at the moment in Scotland.

There will be 91 institutions (including 20 universities) so that there will be about 534,000 people per institution. For Scotland the present system has the figure of 22,000 to one institution excluding the University.

The number of institutions per square mile is considered. Scotland and Wales will have three per square mile. In fact, 10 per square mile. Mr Forbes says that Strathclyde has a population 95 per cent of which has only four colleges. The services department which Wales introduced by E. R. Duguid, Professor of Latin at Dalhousie University, who praised the Government for encouraging the collection of Greek and Latin.

He illustrated the effect of the merger in schools by saying that six colleges of education in Scotland would be replaced by two or three. "I have invited two of the colleges to conduct a course several days like to make it possible for other universities to do so. Any staff and students who wish to be further details about the merger write to me."

The author is Professor of Latin at Leeds University.



Callendar Park College.

is another reason for the strength of feeling against the proposals. The 10 principals meet the civil servants fairly regularly so that they felt they had been stabbed in the back when the SED plans were dropped in January. This confrontation had to be a direct one.

In other ways, the coherence of the system has been an advantage. The 10 colleges have fought the case together and, on the surface, the major cracks in the system have appeared. They have argued that all the colleges should be kept and their unity has been reinforced by the small size of the system. Everyone in teacher education in Scotland knows every college else. Many of those in the newer colleges which are now threatened began their careers in the older ones.

Ratios and reasoning

The SED itself gave the campaign one of its highest boosts by the document it produced outlining the reasons for the closures. Mr Dennis Canavan, Labour MP for West Strathclyde, described it as "negative, defeatist and desultory—one looks in vain for any educational philosophy or reasoning." The document reiterates the arguments about falling birth rates which apply to Scotland as well as England and goes on to speak of the economic problems and projected savings previously mentioned.

It says that staffing standards in schools will probably remain as they are. Staff in the colleges take issue with the department over this and with Mr Millan over the Government's interpretation of the pupil/teacher ratio.

Mr Millan argues that the ratio is now reasonable and that the recent cuts in student numbers have left them with some spare capacity. Callendar Park, which was built for more than 800 students, now has around 400 in it. The position at Craigie is similar. Both colleges, however, have flourishing in-service training schemes and are regularly used by local teachers seeking advice, so gaps are not as big as they appear on paper.

In addition, there is a growing concern with teacher education research and curriculum development in the colleges. After years in which the pressure has been on to produce as many teachers as possible, staff saw the present reduction in numbers as an opportunity to do more research.

At Dundee, the SED has steadily opposed successive college attempts to diversify in the field of physical education. These began in 1972 when the college stated its intention of exploring the possibility of running BA and BSc degrees.

In 1974 the SED replied to the formal diversification proposals with the words: "Given the existing pressure on the college's accommodation and staff, however, the teacher supply prospects to physical education and the financial climate in which we now find ourselves, I must state clearly that we see no possibility of these courses starting in either 1974-75 or 1975-76."

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attempts to diversify have failed. In May, 1975, the college was agreed to keep up its teacher training programme.

The document's proposal for Dundee is, perhaps, the strongest of all. Miss Mollie Abbott, the college's forthright principal, calls it "dirt". She and her staff have run such an efficient campaign that it is now rumoured in Dundee that the merger with Craigie is bound to go ahead, simply because the college has made such an ass of itself.

The real headache for the SED is not Dundee but Dundee. Dundee College, incredibly, moved into a new building for 1,800 students about a year ago. It now has just under 800 students, some of the most recent educational technology equipment and no physical education facilities comparable to those of Dundee.

"It is obvious that the merger is a convenience, this is it," says Mr Ramsay Bone, Dundee's assistant principal.

Miss Abbott has established that Scotland's appalling physical education standards were not consulted before the suggestion of the merger was made and the college surveyor said that it would cost more than £1m to bring the Dundee facilities up to the standard of those at Dundee.

For example, the assembly hall at Dundee is in constant use for dances. The only one at Dundee has a concrete floor. The gyms at Dundee are not high enough to allow for the use of the trampolines and the swimming pool has no high diving board. There are few playing fields. These are few of the reasons why the merger is so unpopular.

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college could merge with Moray House in Edinburgh and originally founded as a Presbyterian institution.

The days of John Knox and Mary Queen of Scots may be over, but religious feelings are still strong in Scotland. The mixed marriage is contemplated with misgivings on both sides. The principal of Moray House has bluntly expressed their doubts to Callender.

The college has had difficulty in finding out what the merger would involve, but understands that the intention of the SED is that it should remain as a "unit" inside the other institution. Sister S. M. Hayes, the principal, believes that although this might work at first, the college and its Catholic nature would inevitably be submerged in the larger college. Even if the unit survived as such it would become a ghetto.

The college has been backed in its attempt by the night of the Rotten Rabbet Club, including the bishop, who feel that it is important for the future of Christian education that there should be a college in the east as well as the west of Scotland. If ahead, Moray House College in the west would be the only specifically Christian college in Scotland.

The two threatened colleges outside Edinburgh, Craigie and Callendar Park were thrashed by the SED document in an unwilling competition. One of them it was suggested, might be saved. But limit at the same time and both responsible for new initiatives in primary teaching. The other colleges had not previously established community centres and have widely spread support in the areas they serve.

Mr Charles Brown, principal of Callendar Park, a college specializing in the training of primary teachers, pleads for the retention of smaller colleges, which, he believes, can establish better personal rapport with both schools and students. In England, he says, colleges have been deliberately moved to sustain educational links with close associations in their regions.

He suspects that the reorganization is a ritualistic exercise being carried out for the benefit of the planners. He is also critical of the fact that while the population is going down, that of the Falkirk area is rising.

Between 1974 and 1995 the population of Strathclyde is expected to go down by 10.3 per cent, that of Scotland is expected to go up by 0.85 per cent and that of the regions served by the college by amounts varying from 12.9 to 29.3 per cent. The population picture is shown for the primary school population in Dundee.

At Craigie, Mr Richard Peddie, assistant principal, also deplores regional arguments. The college is the only one in south-west Scotland serving 370 schools. It is also in Strathclyde, a political factor which could prove telling in its survival. It contributes £250,000 to the locality each year and one of the first donations to its campaign was £2,500 from local traders, considered at the college's expense.

Mr George Livingstone, secretary of ALCES and a lecturer at Hamilton College in Lanarkshire, sees other sides to the problem. He believes it is unfortunate that the campaign has been mainly about redundancies and the production of a logical college of education system for Scotland.

What always the association is the apparent absence of any attempt to provide a logical and flexible framework for the future of teacher education. Diversification has hardly been explored as an alternative. At least, in England, Mrs Williams has given her criteria for the reorganization.

Cutting 10 colleges in six is clearly not the way to increase flexibility. Mr Sandy Thomson, principal of Callendar Park, suggests that one solution would be for colleges to form federations with the ability to switch roles as the demand for different types of teacher education expands and contracts. Most solutions, almost everyone agrees, the SED argues, would be better than the present proposal.

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الاولى 1977



LETTERS TO THE EDITOR

Mrs Williams and scientists

Sir—Under the heading "Science labby too weak" (THES, April 6) you recently reported a speech by Mrs Williams, Secretary of State for Education and Science, to a meeting of the Association of British Science Writers...

Mathematics

Sir—Your editorial comments on the role of mathematics (THES, May 6) make an important distinction rarely heard in the Great Britain but crucial to an understanding of the problems in secondary education...

Jewish societies

Sir—The intelluctual buffoonery of the restrictions imposed on the students' Jewish Societies by the Students' Unions at Salford and other universities (THES, April 29) is a disgrace...

the replacement of Jewish, Zionist and Israeli in Irish, French, Flemish or Basque and their corresponding equivalents would substantially reduce the number of stereotypes which would be likely to endanger the normal and political interests...

What follows is a slight paraphrase of a few alternative statements I recently found in the review Forum (1976, No. 2) published in Jerusalem...

The unequal distribution of wealth which follows has attracted severe condemnation: not only from those academic and ecclesiastical observers who are most obviously its critics...

Exeter "list"

Sir—Professor Atkinson (THES, April 22) implies that the Exeter "list" was stolen by students and published in a spirit of mischief-making...

Sir—I must take issue with your leading writer's statement that mathematics departments are not to be blamed for lowering entrance requirements...



Contrasting views of Victorian capitalism. "It is a false assumption that Victorian society was a nexus of social deprivation"

Establishment thinking as a threat to capitalism

I do not need to say that capitalism lacks intellectual and moral excellence in our day. It is regarded by some as a regrettable necessity...

It creates a massive collectivism—the state moving further and further into regulating people's lives, even though with admittedly benevolent intentions...

The philosophical attack upon capitalism is in our day and age. Though not by any means confined to Marxism, it is Marxist doctrine which, in our own times, most appeals to the masses of our society...

There is another set of attitudes whose general tendency is to sap the moral respectability of capitalism. I mean the prevalence of what may be called "moral collectivism"...

There is another feature of capitalism even less appealing to the contemporary social conscience than the direct competition of the relationship between enterprise and personal moral character...

This view of Victorian England is not exactly mythical, for aspects of nineteenth-century society confirm the existence of living standards which, judged against the scale of modern expectations, were quite high...

But these are errors which, again, do not detract from the greater moral advantages of the competitive principle...

They were active propagandists for change: philanthropists, sanitary experts, moral men and clergy; middle-class men, skilled at influencing the press and packing parliamentary inquiries with witnesses sympathetic to their view of social ills...

Edward Norman

The author is dean of Peterhouse, Cambridge. This article is a shortened version of the first annual lecture of the Standing Conference of Employers of Graduates Ltd, presented in London last week.

Handwritten note in the left margin: "The author is dean of Peterhouse, Cambridge."

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BATSFORD

The Young Student In Further Education and Sixth Form

a bibliography compiled by E. Rucklo, B. Hill, P. Redfield and C. Riches
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This week in the TLS

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Anthropologists and Gurkhas
by Ernest Gellner
The Times Literary Supplement
Every Friday, 22p

Trimmer

Macaulay and the Whig Tradition
by Joseph Hanburger
University of Chicago Press, £13.15
ISBN 0 226 31472 3

Undergraduates studying history, threatened with examination questions on historiography, read hunks about Macaulay. Their seniors, if not presumed, read his own writings as well as his commentators, in preparation for their inaugural lectures, articles in the colour supplements, and offerings on the art, method, practice, and science of history. Professor Hanburger's book emphatically strikes a cloth for a place in the canon of works to which such disquisitions necessarily refer.

He emphasizes certain aspects of Macaulay's thinking which are not always emphasized. The historian was not so much a realist as the times assumed of the benefits and inevitability of progress. He appreciated in principle, even if he often forgot in practice, that the preoccupations of his own age ought not to dominate his view of the past. He brought to his historical writing the instincts and understanding of the practical politician. Most important, Macaulay's intense partisanship and his loyalty to his party have obscured the extent of his belief in trimming. He became a Whig only because his party became a trimmer. He had much to do with identifying Whiggism and trimming in history, philosophy and action.

Hence he admired Halifax, "the trimmer of trimmers" and the part he played in the Revolution of 1688. "The trimming theme", according to Hanburger, "provides an underlying structure and coherence, even if not perfect unity, to what [Macaulay] did as both essayist and politician, as man of letters and as politician, as man of letters and as politician, as man of letters and as politician. . . . particularly that part of it that uses the labels Whig and Liberal Whig in a way that gives us recognition to the trimming component in his thought."

Hanburger undermines confidence in the merits of his case by making errors of fact, by displaying an over-zealous and unbalanced intellect, and by misquoting Macaulay as well as argument. He thinks "the influence of Halifax on the statute books for six months in 1819", when in fact three of them are still there, and the first only passed in 1822. He assumes that the "Ultra" or "Eldonians" Tories controlled Liverpool's Ministry in 1820-1826. He has "Lord John Russell" dying dramatically in 1869—nine years too soon. Thucydides, he judiciously informs us, "though one of the ancients, earned Macaulay's commendation." Macaulay's admiration for Halifax, "almost without qualification" on page 182, is "unqualified" by page 182; but in an endnote on page 221 we learn that in 1828 Macaulay placed him "in a large class of corrupt men."

Hanburger quotes Macaulay's record of "reading again most of Burke's works—Admirable, the greatest work since Milton." Evidently Macaulay had for a moment forgotten Halifax. For, while Burke's influence on Macaulay should not be exaggerated, Burke and Macaulay both belong to a tradition stemming from Halifax—albeit not a sharply defined intellectual tradition—which sought a principled, rational, and "pragmatic response." With that quality of logic of his command, Hanburger has trouble in grotesquely exaggerating Halifax's influence on Macaulay and in isolating "trimming" as the historian's creed, inspiration and rule of conduct.

Perhaps a third of the book, counting the extensive endnotes, consists of quotations. Most of them are from Macaulay himself, many of them unpublished and incomplete. Hanburger has been instrumental in discovering. New material is also presented from the diaries of the undergraduates and teachers who owe their existence to the book. It is a pity that the book is so full of errors. It is a pity that the book is so full of errors. It is a pity that the book is so full of errors.

BOOKS

Political parallel

Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-1934
by Judith M. Brown
Cambridge University Press, £13.50
ISBN 0 521 21279 0

This is a study of Gandhi's activities during one of the most important and interesting periods of modern Indian history, a time that saw the largest sustained outbreak of popular agitation against British rule led by the Indian National Congress and planned by the Mahatma himself.

Gandhi was, without doubt, one of the most important figures of the time—the chief mediator and negotiator of central Congress politics, the sole theoretician of civil disobedience and the one-man nationalist delegation to constitutional conferences in London. This study of his role works well as a political biography. The Mahatma's intellectual development and the events in which he was personally involved—the complex negotiations with the British in 1930 and 1931, for example—are well covered.

The book's weakness is that Dr Brown seems to have little idea of the context in which Gandhi's activities should be set. While she is prepared to admit that Gandhi was as all-powerful as his biographers have claimed, she still sets out a "great man" interpretation of civil disobedience and the other events of the period. As new work on British policy, on the activities of other political groups and, most important of all, on local and provincial economic and social developments is written up, this viewpoint becomes more and more difficult to sustain.

Differences in interpretation between those who approach Indian political history from the top down

and those who work from the bottom up are probably inevitable. Yet Brown's singularly fails to provide an approach by which differences might be reconciled. In this respect she offers only a "great man" interpretation of the events between Gandhi's leadership and the mass of provincial and political activists. This analysis is the same as that used in her own work (*Gandhi's Rise to Power*, *Indian Politics 1915-1932*, Cambridge University Press, 1970), was inadequate then and is more so now.

In view of recent events in India, the book's publication is doubly fortunate. It has been better than the parallels between the history of 1928-34 and 1970-71. In 1930, as in 1970, anti-government agitation, by a spiritually oriented figure against a background of economic distress, resulted in repressive measures, a virtual suspension of democratic processes, and an increasingly irresponsible and arrogant government men the scene of electoral defeat. The history of India in the early 1970s, if anything, even a dramatic and contemporary of recent months. The book can help us to assess some other times when the stages of institutional framework, party structures and patterns of works were inadequate, particularly in the early 1970s.

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B. R. Tomlinson

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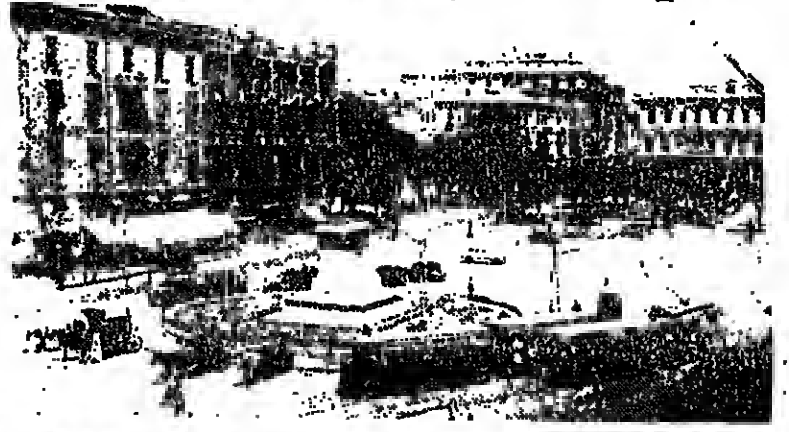
BOOKS

A complex and private poet

Cavafy's Alexandria: Study of a Myth in Progress
by Edmund Keeley
Hogarth Press, £7.50
ISBN 0 7012 0415

Since Cavafy's death in 1933 his reputation has steadily risen, and his poetry has been justly praised for its sophisticated and ironic wit, its clarity of vision, its meticulous craftsmanship and economy of form: but it was also long regarded as something of an elegant anachronism, and a backward-looking Greek literature. Sir Maurice Bowra and George Seferis were the first to criticise to recognize Cavafy's true originality, and to place his achievement in the modern poetic revolution; only Professor Keeley's detailed and penetrating study carries this critical insight substantially further.

To the foreign reader with the slightest knowledge of the Greek language, classical or modern, Cavafy appears by far the easiest of twentieth-century Greek poets to understand. His vocabulary is familiar, his tone conversational rather than lyrical, the structure of his verse and its organization of the sense is straightforward: in short, each poem appears to mean exactly what it says. But only appears to. Seferis has rightly described him as the most difficult poet of contemporary Greece; the difficulty is countered not in the language but in the fact that the reader (Greek or foreign) can so easily fail to penetrate the multiple layers of meaning which each poem contains, or to perceive the relation of the individual poem to Cavafy's work as a whole.



The Mohamed Ali Square in Alexandria

These paradoxes become easier to understand in the light of the very unusual pattern of the poet's career. First, he outlived extraordinarily long, not finding his poetic voice until well into his forties, yet continuing to develop until his death at 70. Second, he remained essentially a "private" poet, who never put a volume on sale in his lifetime, and died without having produced a collected edition or left instructions for one. His poems first appeared in pamphlets or booklets, later in small booklets circulated privately to his friends. And not only did he suppress a great proportion of his work—the 1910 pamphlet contains only 21 out of 220 poems which he had written by then—but he also withdrew or revised poems previously issued. In other words he regarded his poetry not only as a life-long "work in progress", but also as a unified oeuvre, which he could shape and control year by year to a chosen pattern.

Cavafy's poems have usually been grouped into three categories: the philosophical—mostly representing his work up to 1911, the erotic, and the historical. This is a factually correct but rather superficial classification, and it is the special merit of Keeley's book that his analysis goes deeper and uncovers a more significant "figure in the carpet".

He traces Cavafy's evolution from those early poems, such as *Cantades*, *Monotony*, *Walls*, *Windows*, which express a Boudelairean mood of claustrophobia, angst and despair, and culminate in the famous *The City*. "This city (Alexandria) will always pursue you." But by this stage, 1910 (aged 47), the poet can objectively the city and dramatize it, make it the foundation for the historical and mythical Alexandria, an imaginative effort to which Cavafy devotes the next decade of his development. During the same period Cavafy juxtaposes his erotic poems, such as *On The Steps* or *The Afternoon Sun*, which are set

in "the Sensual City", the shabby Waste Land of contemporary Alexandria. In his late fifties Cavafy extends his range, both geographically and chronologically, so as to include the Greeks of Asia Minor (the city, incidentally, more subtly defined, the Hellionism of Alexandria) and finally to encompass a still broader vision of the human predicament, the poignancy of memory, the transience of the individual's existence, the importance of facing the truth of one's own situation.

In one respect only, the system of textual references, is Cavafy's Alexandria less than illuminating. It complements and should be read together with the author's excellent translation of the *Collected Poems*, the text of which followed closely the posthumous 1935 edition, and likewise contained 153 poems. But the two appendices of the present book, which arrange the poems in order of composition and of publication respectively, list only 132 out of the original 153 (though including a selection of 23 of the unpublished poems). The discrepancy occurs mostly in the early years of Cavafy's career, before 1911, and in consequence several well known pieces such as *Che Pece*, *Il Cron Riffuto*, or *The First Step* are omitted without explanation, both from the list and the commentary.

However in general Keeley has performed an invaluable service in tracing the poet's deliberate arrangement of his work. In this way such seminal poems as *The God Abandoned Antony* or *The City* are revealed in their full thematic importance, while many others, when seen in their proper place in the design take on a significance which they lacked in isolation.

Ian Scott-Kilvert

Binary rhythm

Camus' Youthful Writings
by Albert Camus
with an introductory essay by Paul Villanelle
Hamish Hamilton, £5.50
ISBN 241 89521 9

Following Camus' death in 1960, a manuscript of his youthful writings was discovered. In the event, two volumes of Camus' early work appeared in the sixties and two volumes in the seventies. Of the latter, *A Happy Death* is a deeply interesting early work of fiction. The second *Camus' Youthful Writings*, is without doubt less impressive and more fragmentary as a volume, but it is certainly very interesting in that it sheds some light on Camus' early development as a writer and contains an essay by Professor Paul Villanelle who provides a penetrating account of the young writer's search for a distinctive and authentic literary voice.

The writings of Camus published here belong to the period 1932-1934, and are reprinted, but the original French edition dates from 1973 and the present (American) translation is by Ellen Conroy Kennedy.

Taken as a whole, these early writings display a good deal of idealism and romanticism, and a certain responsibility. He conveys a sense of the "binary rhythm" of reality, and much of his later work can be seen as a conscious effort to give unity to this dually perceived dualism.

Intuitionism, in a very general philosophical sense, is clearly expressed in an early essay on Bergsonism. Camus writes: "[Bergson's] philosophy seemed to me the most beautiful of all philosophies, along with Nietzsche's." It was this intuitionism, that denied the need to maintain a balance and a tension to life which will give equal scope to acceptance and refusal, commitment and detachment, action and contemplation.

course of this achievement Bergson had to use reason to discredit reason. Camus rightly finds this no problem and accepts the procedure as properly homesopathic. Nevertheless it is significant that this essay ends on a note of bitter disappointment. The publication of *Camus' The Two Sources of Morality and Religion* in 1932 confirmed Camus' suspicion that his major work was either unwelcome or unable to give to his thought the direct applicability which would have conferred it as an effective and badly needed "sop of the century".

The balance tilts back to idealism in the "Essay on Music" which also dates from 1932. Camus asserts: "The difficulty of the expression, the objectification of things such as we feel they ought to be." And his Bergsonism is evident in a second assertion: "Art does not tolerate Reason." Nevertheless other essays swing back, once again, to the "binary rhythm" of reality. "Voices from the Poor Quarter", for example, expresses a preoccupation with the ordinary experiences and sufferings of men, and problems that "it is in men that most takes refuge".

This last statement, written in 1934, differs markedly from the advocacy two years earlier of a dream world of art "attractive enough to conceal from us the world in which we live with all its horrors." This dream world, of the world of men, are the two poles of Camus' thought at this time. He gravitates towards each pole in turn, searching for an adequate principle of relationship between them. It is generally accepted that a variety of such relationships can be established, having their roots in art or religion or politics. These three topics undoubtedly fascinated Camus in this early period and later, as with the utmost severity any political, religious or aesthetic doctrine which either sacrificed practice to theory or rejected principle for temporal advantage. One of the most difficult and most important lessons Camus taught has to do with the need to maintain a balance and a tension to life which will give equal scope to acceptance and refusal, commitment and detachment, action and contemplation.

John Cruickshank

Mature scepticism

The Sceptical Vision of Molière: a Study in Form
by Robert McBride
Macmillan, £10.00
ISBN 0 333 21180 4

Dr McBride's *Study in Paradox*, by which he indicates various aspects of Molière's comedies, is the sixth now academic monograph on Molière to have come out in the last few months, the third in English, but the first in many years from a British university. It is also one of the more attractive, largely because it deals with problems of meaning as well as form and style.

Originally a PhD thesis for the Queen's University, Belfast, where McBride is a senior lecturer, the book is concerned first with the general question of thought in Molière's plays, and then with the thesis that the playwright's vision evolves from one in which contradictions between appearance and reality, between form and content, wordplay and/or structure in early plays lead to a deeper perception of a social reality that reflects a philosophical sceptical view of life and character.

Part one, "The Idea of Paradox," contains a study of "The Double Vision of Comedy," followed by an essay on the theme of false appearances in such diverse early comedies as *Scapulaire* and *Don Garcie*. Much more substantial, however, is the study of "The Paradox," in which he devotes to separate chapters on five major comedies, all of which permit "comparison with the sceptical view of life, as set forth notably by La Mothe Le Vayer, the sceptic philosopher and friend of Molière." *Tartuffe*, *Don Juan*, *Le Misanthrope*, *Amphitruon*, and *Les Femmes savantes*.

In other words, there appear to be three main objectives, each important separately: a critique of the Molière critics; thorough exploration of Molière's debt to La Mothe Le Vayer, if that is not a misleading way of stating what must also have been a community of inspiration; and an informed analysis of enough of Molière's plays, for the time to represent the whole, to be beyond the scope of a single monograph—indeed of a

single lifetime—to succeed fully with such an ambitious undertaking, but Dr McBride has certainly achieved enough to prompt one to read also upon some of the limits.

Too much of the review of criticism deals with books now 20 to more than 50 years old, antiquated in any case by Laurence R. King's recent studies. It is also fair to say more. Dr McBride makes his differences with earlier critics clearer sometimes than his debts; there might have been clearer acknowledgment of Fernando's concept of a "dramatized visible de la perception" and of the fact that Daniel Morice became a once widely read Molière for students on an introductory chapter on "Le scepticisme de Molière". From the reader's point of view, however, the important thing is probably that both approaches are found to support the fuller and often original elaboration they are given here.

I have no doubt either that the five plays particularly studied are central. While I could often wish that the literary context of these plays had been considered in a more rounded way, I think Molière was more than a playwright, and that his plays, like those of Shakespeare, are more than a collection of scenes.

This then is not a complete or fully rounded discussion of Molière. None of the comedies is discussed in detail; and the country and pastoral side of Molière is neglected, though a brilliant recent study by Helen Purkis clearly suggests an ethical and indeed political symbolism which an assessment of Molière's morale can only ignore to its own impoverishment. Though two of the comedies particularly studied are "pieces a machine", not much in this analysis of their theatrical conception they were radically different from the other plays. Yes, because the plays studied are central, but more because they are analysed in an informed and intelligent way, this is not only a useful thesis, but also a good book for serious students to read the more ambitious sixth-former.

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BOOKS

Creative boredom

The Demon of Noontide: Fossil in Western Literature by Reinhard Kuhn. Princeton University Press, £17.40 and £6.80 ISBN 0 691 06311 7 and 10407 0

In this fascinating study of literary boredom from antiquity to the present day, Professor Kuhn argues that in the "monumental struggle against the power of nothingness, man defines himself and asserts his humanity".

Ennui—a word Professor Kuhn prefers in less precise English terms—is the state of emptiness which the soul seeks when it is deprived of interest in action, life, and the world. It has often been thought of as a specifically English malady—Baudelaire of course popularized it as "spleen"—but according to Kuhn, Voltaire was the first to coin the word, all inspired by Coleridge's life-in-death, that is, ennui.

It is a fascinating story, and Kuhn tells it very well. Despite the defensive manner and tenuousness of the practice, the book as a whole is very readable. The detailed history it offers of the code of boredom is a most interesting contribution to Brown University's Reinhard Kuhn reaches French and to the comparative literary studies which that

institution has so consistently spread and encouraged.

However, the problem with this type of literary study is that it does not ensure representative average results in a plethora of examples, and a certain disorientation is inevitable. There is a danger, largely avoided, that the book is a little too much on the side of the Middle Ages and the Renaissance, and on the pre-Romantic, Romantic and post-Romantic eras. It is that Kuhn provides some of the close readings of individual texts, which are particularly impressive in section on Goethe, and his treatment of the poem "To Werther".

The Demon of Noontide is a most interesting and readable study, and is also well written. Sometimes it is not always clear which he is discussing, over, since in his laudable attempt to translate all titles, it reads as if the title "The Demon of Noontide" were in brackets after the author's name.

There are only minor quibbles: Kuhn's book may be the definitive treatment of the topic.

John Flint

Eccentric theme

The Novels of Max Frisch by Michael Butler. Oswald Wolff, £5.00 ISBN 085496 059 7

Just as it has become academically fashionable to maintain that Brocht's poetry will outlive his dramas, so this book (on its dust-jacket at least) suggests that Max Frisch's plays enjoy less durability than his novels. Dr Butler brings many advantages to this study. His wide frame of literary reference indicates that Frisch is more than a provincial or contemporary phenomenon; his style affords smooth transitions between quotation, gloss and analysis; his nonplussed enthusiasm makes him a convincing advocate.

The scope of the book is deliberately confined. There are few references to Frisch's plays, except Biografie, or to the complex relationship between his diaries and his more formal fiction. All six novels are examined, the three best-known in close detail, and all quotations are accompanied by English translations. Sadly, only Homo Faber is now readily available in English (and the 1961 Penguin version of Sittler, as Butler notes, was, contrary to its claim, abridged). Let

us hope this book will stimulate further published translations.

Butler's study of the apprentice work of Max Frisch brings many many virtues which are in the three novels and highlights those tragicomic elements of the usual life which occur in all of them. His account of Die Schmeichelei is also valuable, and though, as in the chapter on Sittler, the problem of the novel's structure is not explored, Butler's human failure is sensitively analysed.

In showing how Sittler is unified by the creative principle of irony, Butler illuminates the Kierkegaardian references and offers other important insights into the novel; Rolf's character is shown to be something but an objective commentary on Sittler's mistakes. Occasional details are less convincing; most Sittler's (fictional) would in the course of a mirror-image of his (real) life.

Though Butler persuasively reads the motto that "Homo, in Homo Faber, represents Frisch's values; his account of this work is largely conventional. Its moral ambiguities are hypossed and the problems of narration it poses are regarded to a footnote.

"The excellent chapter on the complex Mein Name sei Conterhein

A literary period piece

From Baroque to Storm and Stress 1720-1775 by Friedrich Radluet. Croom Helm, £7.95 ISBN 0 85664 351 3

This is volume four of a literary history of Germany and is intended to link together the history of the Baroque and the Weimar Classicism. Immediately, a classic problem of periodisation arises: the terminal date excludes the young Schiller whose place, surely, is at the side of the other dramatists of the Sturm und Drang. All could have been well; for no one would insist that the literary historian should be such a prisoner of his dates as such a case. For reasons which are not entirely clear, however, Schiller has been excluded from the present company, a decision which reflects the fact that we have, in this case, not so much a history of the period, from which we might expect new insights into the meaning of terms like Sturm und Drang, Rococo and Sturm und Drang (all of which are freely used), as a reasonably competent account of the major authors and works falling within the relevant period of time.

To blame the author for this, and other omissions, would be unfair. Literary history, if it is to provide a thorough and accurate analysis of its complex material, needs space and then more space. In these inflationary days, in which we are asked to pay more and more for less and less, the historian needs to be something of a miracle-worker to satisfy the demands of his subject's complexity.

Radluet has formed the task of selection well and the second volume of the literature of the period is, with some exceptions, (I would name Klopstock and the young Goethe), sound and, in the case of Goethe, good. There are, of course, some omissions, but, in the circumstances, one is surprised that they are so few.

Roughly two-thirds of the book is devoted to Aufklärung, subdivided into four chapters: philosophical and historical background, the only Aufklärung under the title "Rationalism and Classicism" a primary of writers under the heading "Sentimentalism and the Spirit of Rococo" (uncomfortable bedfellows, Wieland and Lessing, in this ascending order of importance, under the not very helpful rubric "New Standards"). The Sturm und Drang chapter deals with the

thinkers and theorists, the young Goethe, the other dramatists, and mixed bag of poets under the heading of the Göttinger Hain, and Lichtenberg (not so much mentioned as misplaced).

The reader who knows the period will find some stimulating moments, but nothing really new. There will find many misprints and inaccuracies than would be surprising if he is not a native speaker of German. What will surprise is that the author has so often always alluded the previous volume to the greatest effect. There is too much biography and information. The relative importance of authors and works is not always properly reflected in space given to them. For example, Lessing and Goethe are given more than twice as much as Schiller, and Goethe is given more than twice as much as Schiller. It is devoted to Goethe's juvenile Hiltensfort Christi and four major lyrics eight pages. These would be relatively minor matters if pressure on space were less severe. Inflation is the real villain and the credit due to the editor for having produced under such circumstances, a sound and readable, a truly distinguished account of his period.

Alan Menhaden

BOOKS

Rendering of Rimbaud

Samuel Beckett, Drunken Boat, a translation of Arthur Rimbaud's poem Le bateau ivre edited with an introduction by James Kinnison and Felix Leakey. Whitcomb Press, £8.50 ISBN 0 7049 0105 6

It seems doubly appropriate that, before seeing the light of day, this translation should have gone through as long and painful a process of waiting as one of Rimbaud's poems or one of Beckett's characters. It was originally written in 1932 and a typed copy was left behind every inside the pages of a folder during a subsequent five so that the typescript survived with only some minor charring down the folds before finally coming to the hands of the editor, Felix Leakey, while he was on a recon holiday in Ireland.

This afforded a measure of protection during a subsequent five so that the typescript survived with only some minor charring down the folds before finally coming to the hands of the editor, Felix Leakey, while he was on a recon holiday in Ireland.

The two pages of the damaged typescript are reproduced in facsimile as the centrepiece of this slim but handsome volume of 33 pages which, in a limited edition of 300 copies, has already become

something of a collector's piece. They are preceded by a brief introduction by James Kinnison on the circumstances of composition and publication of the translation and by an almost equally brief textual commentary by Professor Leakey and are followed by the original French text of the poem with the English text, thus making it easy to compare the translation with the original.

The text differs substantially in that Beckett has abandoned Rimbaud's rhyme and rhythm, preferring to use blank verse which is also, if not entirely free verse, at least fairly irregular in its metre. This enables him to stick quite closely to a literal rendering, but the translation can in places be criticised on this count for its occasional clumsiness and even inaccuracy. The first line of the fifth verse, for example: "More firmly you're, quite by chance, if one of the two editors, Felix Leakey, while he was on a recon holiday in Ireland."

It is true that against such awkward renderings as these must be set other lines which, as Professor Leakey points out, achieve, on occasions, a singular felicity: "A stranded sanctuary for screeching birds". And canopies of wind have blessed my wings" are two notable examples. But one hesitates to share his view that this is "an important new contribution to the small smock of truly creative translations".

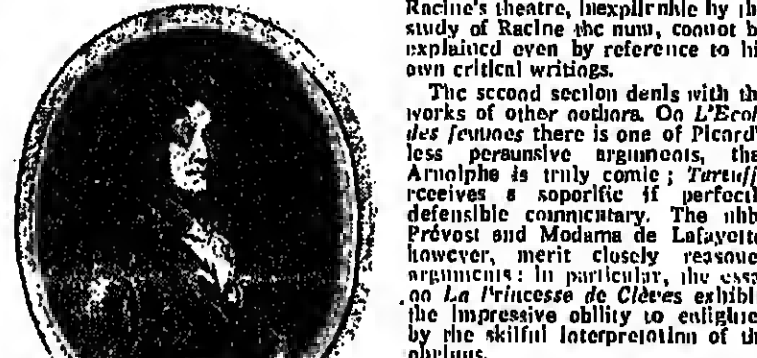
Charles Chadwick

His drama separate from his life

De Racine ou Portenon: Essai sur la littérature et l'art à l'âge classique by Raymond Picard. Gallimard, 66 fr.

This beautiful book contains 23 essays by the late Raymond Picard collected by his friends and colleagues. Less than half were originally published in periodicals which can reasonably be expected to be available in most university libraries; three are previously unpublished; and two others have never before appeared in French. Thierry Maulnier has contributed a preface, and there are eight pages of plates and a Picard bibliography.

The collection has three sections. The first, in which Picard is not surprisingly at his strongest, contains Racine's dramatic output which has survived into the twentieth century (though I dispute his denial of any poetic quality in Surcouf's *Les cloches*); we learn how Racine valued his career as a courtier; we read of his travels; we examine his relationship with the Marquis de Maffei; and, finally, we are given a detailed account of the catastrophe of *Bagdad* as surely underestimated, and the remarkable Racine, défenseur de son œuvre demonstrates that



Jean Racine

Racine's theatre, inexplicable by the study of Racine the man, cannot be explained even by reference to his own critical writings. The second section deals with the works of other authors. On Racine's *Les Femmes de bien*, as Professor Leakey points out, achieve, on occasions, a singular felicity: "A stranded sanctuary for screeching birds". And canopies of wind have blessed my wings" are two notable examples. But one hesitates to share his view that this is "an important new contribution to the small smock of truly creative translations".

William Brooks

Precocity preserved

Margaret Crosland: A Biographical Study with Selections from Her Works by Margaret Crosland. Croom Helm, £4.95 ISBN 0 85664 0413 3

Margaret Crosland's reputation as a writer of the novel *Lo Diabolo* is well known. This is her first full-length study of her in English. She emerges as a remarkable young woman, if not a prodigy, who later planned to write a book on Charles D'Orléans, a difficult poet and certainly not a fashionable one. This aspect of Crosland's life is explored in a way that is both interesting and revealing. She was a determined writer, we see him forcing every contact and opportunity. Apart from her family, he loved no one; he was ambitious, unscrupulous, and a streak of cruelty in his character. Radluet, who was a doctor, was determined to stop up instantly. Crosland's fame as a kind of enfant terrible of literature, only to die at the age of 41.

As she grew up, she was a prodigy. He was aware of the danger which went with this image: "the child prodigy is so often a monster" he wrote in 17 in his *Régie du Jeu*, which constitutes both theory and strategy for the young man who was his protégé. He clearly wanted to relate himself to the great writers of the past; he was ambitious, unscrupulous, and a streak of cruelty in his character. Radluet, who was a doctor, was determined to stop up instantly. Crosland's fame as a kind of enfant terrible of literature, only to die at the age of 41.

Margaret Crosland's discussion of her rather opaque second novel *Le Bal du Couste d'Orgel* is particularly interesting. The difficulties surrounding the text are set out lucidly; the extent of the improvements made by Crosland and

Anthony Kelly

new from

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AREA OF PUBLIC ADMINISTRATION*
at Glasgow College of Technology,
Cowcaddens Road, Glasgow G4 0BA

Applications are invited for the post of Research Assistant in the area of Public Administration to assist in current research. The successful applicant will be expected to register for a higher degree of the C.A.A. and should be qualified in one or more of the following areas—Public Administration, Economics, Politics, Sociology or Statistics.

Teacher Training will be an advantage but training will be given on an in-service basis if necessary.
Salary Scale: Lect 1 "A" £3,520-£6,324 (Bar) £6,807 *Research Assistants will be paid 50% of the appropriate point of the Lect 1 "A" Scale. Placing on the scale will be given for relevant experience.

Forms of application and further particulars can be obtained from the Principal of the College to whom completed forms should be returned by Friday 21st May 1977.
EDWARD MILLER, Director of Education

PAISLEY COLLEGE
Department of Economics and Management
Research Studentships

Applications are invited from candidates with a good honours degree in Economics or a related discipline to undertake research for a higher degree (M.Phil./Ph.D.) commencing September, 1977. One of the studentships is funded by the S.S.R.C. and the remainder will be College funded. Preferred areas of study are within existing Departmental research specialisms in:

- Economics of Multinational Enterprises (current project funded by S.E.P.O.).
- Economics of Labour Markets (current projects funded by M.S.C. and S.S.R.C.).
- Marketing.

Further particulars and application forms from Professor P. J. Sloane, Department of Economics and Management, Paisley College, High Street, PAISLEY, Renfrewshire PA1 2BE.
N.B.—Studentships are also available in other College Departments.

Colleges of Higher Education

WALSALL METROPOLITAN BOROUGH
WEST MIDLANDS COLLEGE
OF HIGHER EDUCATION

Course Leader
for B.A. Degree Course
in Combined Humanities

Applications are invited from honours graduates for appointment from September 1st, 1977, or as soon as possible thereafter, to the post of Course Leader of a proposed B.A. Degree Course in Combined Humanities which forms part of the College's diversification programme at present under consideration by C.N.A.A. Applicants should have experience in the planning, organization and teaching of a course of this type in an institution of higher education. Salary in accordance with Barnham F.E. Scales, Principal Lecturer Grade (£5,940-£7,576, plus £482 supplement).

Application forms together with further particulars may be obtained from the Principal, West Midlands College of Higher Education, Gorvoy, Walsall, W81 3SD, to whom they should be returned not later than 23rd May, 1977.

SOUTHAMPTON—LA SAINTE UNION
COLLEGE OF HIGHER EDUCATION
LECTURER Grade II
in ENGLISH

Applications are invited for the post of Lecturer in the English Department. Applicants should have a good degree in English with some experience and a strong interest in Primary Education. They should be able to contribute to elementary and advanced courses in language and the teaching of reading, as well as to the general literature course of the B.Ed. programme.

The appointment will date from 1 September, 1977.

Applications (no forms) with the names and addresses of two referees should be sent to the Principal, LSU College of Higher Education, The Avenue, Southampton SO9 5HE.

Colleges and Departments of Art

NATIONAL COLLEGE OF ART AND DESIGN
KILDARE STREET, DUBLIN 2, IRELAND

The College has the following vacancies on the academic staff from 1 September, 1977:

Head of Department of Industrial Design—Lecturer 1
Head of Department of Fine Print—Assistant Lecturer
Assistant Lecturer in Hendcrest Design (specialism in Ceramic)
Assistant Lecturer in Education
Assistant Lecturer in History of Art
Research Fellowship in Education (1-2 year term)

Salaries will be negotiable in the following scales:—

Lecturer 1:	Single	£4887-£9-£8382
	Married	£5020-£9-£8803
Assistant Lecturer:	Single	£4393-£9-£5901
	Married	£4474-£9-£6273
Research Fellow:		Salary under review

Further details and application forms from:—
The Registrar
National College of Art and Design
Kildare Street, DUBLIN 2, Ireland
Closing date: Friday June 3rd, 1977.

Derby College of Art and Technology

SENIOR LECTURER
GRAPHIC DESIGN

The post demands someone with an interest in the whole area of visual communication in addition to enthusiasm for his or her own specialism.

Teaching and industrial experience are essential, and the successful applicant will be expected to maintain existing professional contacts.

Salary: £5,031-£5,955 per annum plus £312 per annum.

Application forms and further particulars are available from: The Principal, Derby College of Art and Technology, Kedleston Road, Derby DE3 1GS, to whom they should be returned by Friday, 3rd June, 1977.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education
Wallington House, Aldershot, Hampshire GU11 1BQ

Applications are invited for the post of
CHIEF EXAMINER IN HISTORY OF ART
AT ORDINARY LEVEL

The appointment will commence with the 1979 examination.

Candidates must be graduate Art Historians with at least five years' teaching experience to the appropriate level. Examining experience is also essential.

Further particulars and application forms are obtainable directly from the Secretary (A10) at the above address, to whom completed applications should be returned within fourteen days of this advertisement.

Oxford University Press
The Oxford-Harrap Standard German-English Dictionary

This dictionary, formerly known as *Harrap's Standard German and English Dictionary*, is to be completed by the Oxford University Press. The three volumes already published (A-E, F-K, L-R) will shortly be available again from O.U.P., who seek a new editorial team for the preparation of the remaining two volumes (S, T-Z). Applications are invited for a new full-time General Editor and two full-time editorial assistants.

The General Editor will be expected to join OUP in Oxford not later than 1 August 1977; the Editorial Assistants not later than 1 October 1977.

The General Editor should have considerable experience in German lexicography and philology. Salary, according to qualifications and experience, will be on the scale £3793-£5320.

For the other two appointments a First or Second Class degree in German is desirable, with some editorial or scholarly experience beyond a first degree. Salary in the range £2519-£3848 in the first instance.

These appointments carry participation in the Oxford University Press superannuation scheme.

Please apply to L. R. Swansky, Personnel Department, Oxford University Press, Wulton Street, Oxford OX2 6DP, by 27 May, with full curriculum vitae and the names and addresses of two referees.

Education Department
Adviser for Further Education
£7,644-£8,268 plus £312 supplement per annum

Applications are invited for the above post, required as soon as possible, in the Further Education Section of the Department. Applicants should possess appropriate academic qualifications and have had suitable experience of teaching in further education.

Application forms and further details may be obtained from the Director of Education, Personnel Section, 1st Sir Thomas Street, Liverpool L1 6BJ, to whom completed forms should be returned by May 27, 1977.

Liverpool *Re-advertisements. Previous applicants will be automatically reconsidered.*

THE ROYAL INSTITUTE OF INTERNATIONAL AFFAIRS (CHATHAM HOUSE)
10 St. James's Square, London, S.W.1.

Will shortly be appointing a Director in place of Andrew Shonfield, who is leaving the Institute to take up a university appointment at the end of the year. It is intended to interview candidates during June, and those interested should, by the end of May, write to the Director who will inform them of the proposed terms of appointment.

Centre for Studies in Social Policy
The Council of the Institute of Social Studies, The Hague, is seeking applications for a post of
DIRECTOR
which will become vacant in September 1977. The successful applicant will be expected to lead the Centre's research programme on a 30 MV tandem electrostatic accelerator at present under construction. The duties of the post will be to carry out research in conjunction with university users on the Nuclear Structure Facility. In addition they will provide the overall co-ordination and scheduling of the scientific programme, organisation of effort within the Laboratory for support of the programme, and will ensure the future needs for instrumentation and other facilities. These posts require scientists with a good knowledge either of nuclear structure physics or of a related field, so that a high level of expertise in nuclear structure physics could be gained rapidly. Successful candidates will have experience in designing and using scientific equipment, and preferably some experience in the organisation of the work of teams of physicists engaged on experiments.

Applications will be considered from those seeking either a permanent appointment or an appointment on a fixed term covering a period of absence from the applicants' home institutions.

Applicants of either sex should have several years of experience and possess good academic qualifications, preferably a good honours degree in a relevant discipline. Appointments will be made, according to age, experience and qualifications, on one of the following scales:

Higher Scientific Officer £3,264-£4,454 plus £315 supplement
Senior Scientific Officer £4,168-£5,778 plus £315 supplement

There is a non-contributory superannuation scheme and a generous leave allowance.

Closing date: 16th June, 1977.

Please write to telephone Warrington 2510, Ext. 4074 for an application form, quoting reference OL/51/87 to J. L. SANNISTER, Director.

SCIENCE RESEARCH COUNCIL **DARESBURY LABORATORY**

General Vacancies continued

Management Training Centre
Stratford-upon-Avon

British Gas is establishing a National Management Centre at Goldstone House, Stratford-upon-Avon, which is currently used as a management training centre by the West Midlands Region. There are vacancies for a Director of Studies and several Tutors and these appointments can be of limited duration to suit individual needs.

DIRECTOR OF STUDIES
c. £8000

Responsible to the Head of the Centre for the design and implementation of general management programmes for middle managers and specialised programmes for senior executives and functional managers. Also responsible for the development and deployment of a team of highly qualified tutors, liaising with HQ and Regional management to increase the effectiveness of management education and the training activities of the academic staff. You will also assist the Head of the Centre to finance policy recommendations and draw up budgets.

Male or female, your background must include academic and managerial experience. Ideally some time will have been spent within a university or an advanced learning centre in a business department. Salary will be negotiable around £8000 p.a. Reference PER/226701/TH.

TUTORS
c. £6500

Reporting to the Director of Studies, you will assist with the design and implementation of a range of management training programmes whilst having responsibility for certain specialist aspects. Assisting in the identification of training needs and the preparation of all work for programmes responding to these needs, you will be called on to become involved in some training programmes not based at the Centre.

Male or female, you will be an experienced manager and/or have a good academic background supported by experience in a business school type of environment. Above all, you must demonstrate a broad range of skills and knowledge made up of one or more basic disciplines and an area of functional expertise.

Salary will be in the range £5721-£6882 plus £312 flat rate supplement. Reference PER/226801/TH.

Please write with full details of age, qualifications, experience and current salary quoting appropriate reference, to the Senior Personnel Officer, British Gas, 59 Bryanston Street, London W1A 2AZ. Closing date for applications 27th May.

BRITISH GAS

Overseas

Senior Lecturer in Accountancy
£7,500 plus tax free annual gratuity of 25%

The Manpower Services Unit of the Zambian Mining Industry wishes to appoint a Senior Lecturer to be responsible for conducting courses leading to the Zambian Certificate and Diploma in Accountancy.

The successful candidate, who will assist the Principal of the College in the preparation of syllabi for this field of study, will lecture to final year students in financial, cost and management accountancy and will have a staff of two to three junior lecturers reporting to him.

Applicants, over 30 years of age, must be qualified ACMA's, ACCA's or AGIS's, and have teaching experience.

Employment is on a contract, initially for a period of three years. Total annual salary will not be less than the figures quoted above at current exchange rates. Additional benefits include free passages to and from Zambia; generous baggage and tax free settling-in allowance; low cost furnished accommodation; tax free children's education and travel allowances; free life assurance; interest free loan towards car purchase, generous paid leave. Gratuity will be tax free and paid annually in the U.K. or country of recruitment.

Write for an application form and further details, quoting reference TH 496 to:
The Manager,
Zambia Appointments Division,
Zimco House,
129-139 Finsbury Pavement,
London EC2A 1HA

RCM NCCM

Universities continued

WESTERN AUSTRALIAN MUSEUM
HEAD, DIVISION OF PROFESSIONAL SERVICES

Applications are invited for appointment to the above new senior position. The appointee will be responsible to the Director for the Management, co-ordination and proper working of the Museum's 6 professional service departments—Display, Education, Library, Loan (including branch) Museum Services, Material Conservation and Restoration and Publications.

Applicants will be expected to have a minimum of 10 years' professional experience in one or more of the Museum's curatorial fields of interest (zoology, anthropology, archaeology or history) and/or those of its professional service departments, and will preferably have already demonstrated an interest in museology.

As Head of one of the 3 man Professional Divisions of the Museum—the others being Natural Science (Zoology) and Human Studies—the appointee will be expected to deputise for, and act on behalf of the Director as required; report to him on the Division's work and management; provide proposals for preparation of estimates; supervise Divisional expenditure; and as necessary act as Departmental Head within the Division.

Museum staff are employed under the Museum Act, 1900-73; conditions of service are similar to those applying to officers in the State Public Service. The initial appointment will be subject to a 6-month probationary period and provision of a satisfactory medical certificate. The appointment will be made at Level 5, Professional Division (Curatorial Officer) Salary Agreement, 1970, at a present salary of \$20,840 p.a.

Applications stating full personal particulars, qualifications, experience, and names and addresses of 3 referees should be made to: The Director, Western Australian Museum, Fremont Street, Perth, Western Australia, 6000, before June 10, 1977.

J. L. SANNISTER, Director.

MANCHESTER THE UNIVERSITY INSTITUTE OF SCIENCE AND TECHNOLOGY
RESEARCH ASSISTANT

Applications are invited from candidates of either sex for the above position in the Department of Applied Electronics, required to work on a research project in the field of industrial electronics. Applicants should have industrial experience and previous experience in applying instrumentation techniques. Applicants may be post-graduate or have a number of years of experience in this area.

Salary on Grade 1A (£5,355 to £5,627 per annum) with increments of £200 per annum. This post is financed by the SRC up to March 31, 1979.

Letters of application should be sent to the Registrar, University of Manchester, 13th Floor, Oxford Road, Manchester M13 9PL, or May 24, 1977.

MANCHESTER THE UNIVERSITY INSTITUTE OF SCIENCE AND TECHNOLOGY
DEMONSTRATORS IN THE DEPARTMENT OF POLYMER AND FIBRE SCIENCE

Applications invited from candidates of either sex who are honours graduates in Polymer Science and Technology, Paper Science, Chemistry, Physics, Engineering and other scientific or technological subjects for two Demonstratorships for which the salary is on a scale commencing at £2,805 per annum. The successful applicants will be required to undertake teaching duties (mostly practical classes and tutorial groups) and other departmental activities for approximately 24 hours per week during term-time. They will also be expected to undertake supervised research work leading to a higher degree.

Applications forms obtainable from the Registrar, UMIST, P.O. Box 88, Manchester M60 1UD, to whom they should be returned by May 31, 1977. Salary scale reference PER/226701/TH.